TN Department of Education

Intellectually Gifted Evaluation Guidance

Tennessee Department of Education | August 2017

Acknowledgements

The department recognizes and appreciates all of the people who contributed to past editions of the gifted manual and resource material where much of the information for this current guidance document originated. Additionally, special recognition is extended to the listed educational professionals, higher education faculty, parents, and advocates contributed to the development of the Intellectually Gifted Evaluation Guidance for their time and effort.

Megan Parker Peters
Lipscomb University

Laria Richardson
The ARC of Tennessee (Middle TN)

Ashley Clark
Clarksville Montgomery County Schools

Harry McCormick
Metro Nashville Public Schools

Lisa Rodden-Perinka
Wilson County Schools

Pamela Guess
University of Tennessee Chattanooga

Allison Payne
Murfreesboro City Schools

Melanie Schuele
Vanderbilt University

Theresa Nicholls
Tennessee Department of Education

Terri Lloyd
Oak Ridge Schools

Toby Guinn
Franklin County Schools

Nathan Travis
Tennessee Department of Education

Andrea Ditmore
Oak Ridge Schools

Cathy Brooks
Disability Rights of Tennessee

Joanna Bivins
Tennessee Department of Education

Robin Faircloth
Houston County Schools

Jenny Williams
Tennessee Disability Coalition

Nancy Williams
Tennessee Department of Education

Leslie Jones
The ARC of Tennessee (West)

Ron Carlini
Knox County Schools

Kristen McKeever
Tennessee Department of EducaTION

Table of Contents

Introduction

This document is intended to provide school teams guidance when planning for student needs, considering referrals for evaluations, and completing evaluations/re-evaluations for educational disabilities. Disability definitions and required evaluation procedures and can be found individually at the Tennessee Department of Education website (here).[1]

Every educational disability has a state definition, found in the TN Board of Education Rules and Regulations Chapter 0520-01-09.[2] Intellectually gifted, while is not included in the federal Individual Disability Education Act, is a Tennessee state-identified disability for which a student could qualify for special education services. In order to qualify for services, a student must be evaluated, meet criteria as outlined in the intellectually gifted standards, and demonstrate a need for special education services.

The evaluation must consider the student's individual needs, must be conducted by a multidisciplinary team with at least one teacher or other specialist with knowledge in the area of suspected disability, and must not rely upon a single procedure as the sole criterion for determining the existence of a disability. Both nonacademic and academic interests must comprise a multidisciplinary team determination, and while Tennessee criteria are used, the team possesses the ultimate authority to make determinations.[3]

Section I: Definition

Tennessee Definition of Intellectually Gifted

"Intellectually gifted" means[4] a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English learners, all economic strata, twice-exceptional, etc.) can be found to possess these abilities.

What does this mean?

Within the definition of intellectually gifted, there are several terms that may require further explanation:

- Differentiated general education programming

[1] http://www.tn.gov/education/article/special-education-evaluation-eligibility

[2] http://share.tn.gov/sos/rules/0520/0520-01/0520-01-09.20140331.pdf

[3] Office of Special Education Programming Letter to Pawlisch, 24 IDELR 959

[4] Rules of State Board of Education Chapter 0520-01-09, Special Education Programs and Services

- Adverse effect
- Economic strata
- Twice exceptional (2e)

Differentiated General Education Programming
When a child's needs exceed differentiated general education programming, the general curriculum alone is inadequate to appropriately meet the student's educational needs. The general curriculum should follow the Tier I framework of the RTI^2 manual which, depending on the grade level, may include scaffolding, strategic instructional grouping in both whole group and small group settings, formative assessments to determine instructional needs, and goal setting based on multiple sources of data. Lesson activities, materials, assessments, and student work are planned explicitly to match rigor of state and district goals while accounting for students' individual needs.

All educators should strive to create a strong and positive culture of high expectations. Effective questioning prompts student thinking, guides students' attention to key concepts, and supports engagement with content. Effective academic feedback—the way that teachers respond to students' comments, questions, and work—should focus on supporting and advancing student learning, not just telling students if their responses are accurate or not. Teachers should also respond to academic feedback from students and use that feedback to make adjustments in instruction. Effective instruction pushes students to think about ideas and content in different types of ways and requires students to use different types of thinking to solve problems or draw conclusions. Developing diverse problem-solving skills enhances students' abilities to manage complex tasks and higher levels of learning. Teachers can support students in developing these valuable life skills by providing them with opportunities to practice different approaches to solving problems.

Differentiated instruction is an instructional approach that encompasses several learning strategies, addresses individual student needs, and helps all students access core instruction. Differentiation takes place within the classroom environment, content, process, and product. The premise of differentiated instruction is having high expectations for all students, and through the practice of differentiation, all students can achieve those high expectations. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping make this a successful approach to instruction. Differentiated instruction is a teacher's proactive response to a learner's individual needs; it is an instructional approach that simultaneously encompasses several learning strategies. Differentiated instruction helps the student access core instruction (Tier I). Differentiated instruction is guided by principles of differentiation: environment, quality curriculum, assessment that informs

teaching and learning, instruction that responds to student variance, and the leading students and managing routines. Differentiation is based on the following:

- Readiness – a student's proximity to specified learning goals
- Interests – passions, affinities, and kinships that motivate learning

Successful differentiation is based on individual student strengths, needs, and areas of deficit. First, educators should determine what the student requires to access core instruction, and then effectively plan to meet their need(s). Educators should consult the Differentiation Inventory for Classroom Observation to help assess differentiation in the classroom. (The Differentiation Inventory for Classroom Observation can be found in the RTI² Implementation Guide.)

In addition, based on universal screening processes, students who are considered "advanced" should receive appropriate enrichment in addition to Tier I instruction. (See RTI² Manual, page 63). Enrichment activities expand on students' learning in ways that may differ from the strategies used during core instruction. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences. (See component 3.1 of the RTI² Manual).

Adverse Impact ("adversely affects")

Teams are required to determine whether a student's intellectual giftedness adversely affects the student's educational performance such that s/he **needs** the support of specially designed instruction or services beyond modification of the regular environment. When considering ways a student's giftedness adversely affects performance, teams should consider if the student requires specially designed instruction in order to benefit from his/her education program. Per the National Association for Gifted Children (NAGC), "Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly"[5] As adverse effect applies broadly to educational performance, teams should consider both quantity and quality of impact in any/all related areas—academic, behavioral, emotional, and social.

Economic Strata

Explicit support of students with diverse backgrounds is needed to help ensure equity of identification and services. A significant barrier to the identification of low-income, high-ability learners is inaccurate perception about the capabilities of these students and the strengths of

[5] http://www.nagc.org/resources-publications/resources/definitions-giftedness

their families. Inequalities in teacher nomination for gifted programs impacts the identification of students from poverty.

Absolute poverty is defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education, and information. It depends not only on income but also on access to services. Relative poverty defines poverty in relation to the economic status of other members of the society: people are poor if they fall below prevailing standards of living in a given societal context.[6]

Poverty is not just about money, but the "extent to which an individual does without resources.[7] This may be especially true and relevant in education. When considering potential students for identification, it is important to consider the level of resources available to the child at home and school. It is important to be aware of environmental factors that affect school performance.

Twice Exceptional

Twice-exceptional learners are students who give evidence of intellectual giftedness **and** also give evidence of one or more disabilities as defined by federal or state eligibility criteria.[8] Twice-exceptional students represent a unique group of learners with diverse programming and emotional needs due to the fact that they may have both gifts and disabilities .[9] See additional information provided by the NAGC as well as the U.S. Department of Education's office of special education programming (OSEP).

Section II: Pre-referral and Referral Considerations

The Special Education Framework provides general information related to pre-referral considerations and multi-tiered interventions in component 2.2. It is the responsibility of school districts to seek ways to meet the unique educational needs of all children within the general education program prior to referring a child to special education. By developing a systematic model within general education, districts can provide preventative, supplementary

---

[6] http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty

[7] Slocumb, P. & Payne, R. (1998)

[8]Letter to Delisle (2015): https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/041715osepmemo15-082q2015.pdf

[9] NAGC (2009) White Paper: Twice Exceptionality. Retrieved from: https://www.nagc.org/sites/default/files/Position%20Statement/twice%20exceptional.pdf

differentiated instruction and supports to students who are having trouble reaching benchmarks.

Pre-Referral Interventions

Students who have been identified as at risk will receive appropriate interventions in their identified area(s) of deficit. These interventions are determined by school-based teams by considering multiple sources of academic and behavioral data.

One way the Tennessee Department of Education ("department") supports prevention and early intervention is through multi-tiered systems of supports (MTSS). The MTSS framework is a problem-solving system for providing students with the instruction, intervention, and supports they need with the understanding there are complex links between students' academic and behavioral, social, and personal needs. The framework provides multiple tiers of interventions with increasing intensity along a continuum. Interventions should be based on the identified needs of the student using evidenced-based practices. Examples of tiered intervention models include Response to Instruction and Intervention (RTI^2), which focuses on academic instruction and support, and Response to Instruction and Intervention for Behavior (RTI^2-B). Within the RTI^2 Framework and RTI^2-B Framework, academic and behavioral interventions are provided through Tier II and/or Tier III interventions (see MTSS Framework, RTI^2 Manual, & RTI^2-B Manual).

These interventions are *in addition to*, and not in place of, on-grade-level instruction (i.e., Tier I). It is important to recognize that ALL students should be receiving appropriate standards-based differentiation, remediation, and reteaching, as needed in Tier I, and that Tiers II and III are specifically skills-based interventions.

It is important to document data related to the intervention selection, interventions (including the intensity, frequency, and duration of the intervention), progress monitoring, intervention integrity and attendance information, and intervention changes to help teams determine the need for more intensive supports. This also provides teams with information when determining the least restrictive environment needed to meet a student's needs.

Cultural Consideration

Interventions used for English learners (EL) must include evidence-based practices for ELs.

Characteristics of Intellectually Gifted students

Characteristics of giftedness are defined differently by leading organizations and professional experts. The National Association for Gifted Children (NAGC) has indicated common

characteristics of children who are considered gifted.[10] Additionally, 10 core attributes of giftedness may be seen in students regardless of socio-economic status, culture, or race. These traits, aptitudes, and behaviors (TABs) were identified by Dr. Mary Frasier and are associated with giftedness or children with outstanding talent. Characteristics of creativity identified by Dr. E. Paul Torrance may also be indicative of giftedness or outstanding talent. **It should be noted that the giftedness (and characteristics associated with giftedness) is a concept not reserved for special education. Gifted students can be served in general education settings, which is where they are most often served nationally.** While not exhaustive lists, below are different conceptual ways to view characteristics of giftedness.

National Association for Gifted Children	Frasier – TABs and Definitions	Torrance – Characteristics of Creativity
• Unusual alertness, even in infancy • Rapid learner; puts thoughts together quickly • Excellent memory • Unusually large vocabulary and complex sentence structure for age • Advanced comprehension of word nuances, metaphors and abstract ideas • Enjoys solving problems, especially with numbers and puzzles • Often self-taught reading and writing skills as preschooler • Deep, intense feelings and reactions • Highly sensitive • Thinking is abstract, complex, logical, and insightful	• Motivation: Evidence of desire to learn. • Interests: A feeling of intentness, passion, concern, or curiosity about something. • Communication skills: Highly expressive and effective use of words, numbers, symbols, and so forth. • Problem-solving ability: Effective, often inventive, strategies for recognizing and solving problems. • Memory: Large storehouse of information on school or non-school topics. • Inquiry: Questions, experiments, explores. • Insight: Quickly grasps new concepts and makes connections, senses deeper meanings.	• Fluency: The ability to think of, or produce many ideas or products. • Flexibility: The ability to think of many different kinds or categories of responses to a stimulus. • Originality: Unusual or infrequent responses compared to same-aged peers. • Abstractness of thought: The ability to capture the essence of something by going beyond what is seen or heard by telling a story, giving dialogue, revealing thoughts, or suggesting meaning in an abstract way. • Elaboration: Imagination and exposition of detail. • Resistance to closure: The ability to delay closure long enough to make the mental

[10] https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals; Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children.* Tuscon, AZ: Great Potential Press, www.greatpotentialpress.com.

• Idealism and sense of justice at early age • Concern with social and political issues and injustices • Longer attention span and intense concentration • Preoccupied with own thoughts—daydreamer • Learn basic skills quickly and with little practice • Asks probing questions • Wide range of interests (or extreme focus in one area) • Highly developed curiosity • Interest in experimenting and doing things differently • Puts ideas or things together that are not typical • Keen and/or unusual sense of humor • Desire to organize people/things through games or complex schemas • Vivid imaginations (and imaginary playmates when in preschool)	• Reasoning: Logical approaches to figuring out solutions. • Imagination and creativity: Produces many ideas, highly original. • Humor: Conveys and picks up on humor.	leap that makes possible more original ideas.

Background Considerations

When considering enrichment opportunities, differentiation needs, and referrals for intellectual giftedness, there are several background areas to consider. Several of these background areas are listed below.

- Local norms: Potential student performance should be considered in light of school or classroom norms. This is especially important in schools or classrooms in which there are few students identified as gifted. There may be limited opportunities for potentially gifted students to demonstrate advanced abilities if the majority student group is performing at a lower level. Potentially gifted students should be permitted exposure to high-quality, high-

level curriculum to allow opportunities and access to gauge and ensure student success with gifted services.[11]

- Language acquisition: English language skills should not be the sole factor in determining if an EL student should be screened for giftedness. Though the rate of English acquisition may be an indicator leading to further screening ,[12] English language skills alone should not preclude a student from a gifted referral.[11] Code switching and advanced vocabulary within a student's home language should be considered as indicators for further consideration of a gifted referral[13]

- Vision/Hearing issues: As with all evaluations, vision and hearing screenings are integral pieces of the puzzle. Ensuring that vision and hearing is within normal limits assists teams in determining the validity of test results.

- Past performance: A pattern of noteworthy performance should be considered. Portfolios or evidence may be developed for both academic (English language arts, math) and creative (speech, art, music) pursuit.[14] Performance may include elements beyond academic performance (e.g., state assessments and grades), including the level and quality of questioning or responding.

Pre-Referral Considerations and/or General Education Accommodations

There are numerous pre-referral interventions and accommodations that can be attempted with academically talented and potentially gifted individuals.

Classroom teachers can use interventions and/or strategies to help address these students' educational needs in the general education setting. The following are examples of how to address advanced learning needs:

[11] National Association for Gifted Children. (2011). *Position Statement: Identifying and Serving Culturally and Linguistically Diverse Gifted Students.*

[12] Project GOTCHA, 1998

[13] Ford, Wright, Washington, & Henfield, 2016; Hughes, Shaunessy, Brice, Ratliff, & McHatton, 2006.

[14] National Association of Gifted Children

Strategy/Intervention	Description
Enrichment	Instruction in which classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.
Compacting	A differentiation strategy which involves pre-testing students on curriculum content and determining what the student has already mastered. The student is then provided with new content and/or enrichment activities.[15]
Acceleration	A student moves through grade level curriculum at faster rate than grade level peers.[16] This takes advantage of the student's ability to learn at a rapid rate and advances the student in order to present materials and activities beyond the grade level
Grouping	An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.[17]
Independent study or flexible scheduling	Opportunities for the student to independently engage in exploratory study or pursue closely defined in-depth projects.
Team teaching	General education personnel with specific expertise in a particular areas are utilized to provide enrichment opportunities.
Advanced classes/ honors	Classes designed for students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.
Supplemental learning materials	Individual materials made available to encourage the student to pursue areas of individual interest.
Cluster grouping	Small clusters of students who have similar interests and abilities work together on specific tasks.
Multi-age grouping	Allowing students of advanced ability opportunities to work in groups of varying time duration with students from other grade levels who have similar interests and abilities.

[15] https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting

[16] https://www.nagc.org/resources-publications/gifted-education-practices/acceleration

[17] https://www.nagc.org/resources-publications/gifted-education-practices/grouping

Strategy/Intervention	Description
Pre-testing	Allows student's content knowledge for specific units of study or for a specific course to be assessed to provide an accurate measure of a student's knowledge of upcoming content and skills. These pretests establish the baseline for growth and the instructional level needed.

Screenings

While intellectually gifted is not recognized under IDEA, all districts are required to establish child find procedures for this disability category as is required of all disabilities. Child find procedures must include a systematic screening process for all students to be completed yearly. The screening process should include a review of multiple sources of data that provides a body of supporting evidence to help teams determine the need for further individual screening and/or a comprehensive evaluation. Examples of materials that may be included in the screening process include TNReady scores, RTI^2 screening data, teacher checklists of characteristics of giftedness and general education interventions completed/needed , and group-administered criterion- or normed-referenced assessments [e.g., Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT-2), ACT, OTIS-Lennon School Ability Test (OLSAT-8)].

Based on the systematic screening results, school teams should determine if further individual screening is needed or if the student should be referred for a comprehensive evaluation. Sample screening permission forms and result forms are included in the Appendix.

Individual screening involves multiple components. These components involve parent information, observations and checklists, a review of the continuum of programming including interventions that have been attempted, individual achievement assessments and/or academic measures, and creative thinking rating scales or assessments. Forms found in the appendix to help collect information include:

- TN Parent Information Form (TnPIF) (See Appendix E),
- TN Teacher Observation Checklist (TnTOC) (See Appendix H), and
- General Education Documentation of Classroom Interventions Forms A or B (See Appendix M and Appendix N).

The School Team Role

A major goal of the school-based pre-referral intervention team is to adequately address students' academic and behavioral needs. The process recognizes many variables affecting learning. Thus, rather than first assuming the difficulty lies within the child, team members and the teacher should consider a variety of variables that may be at the root of the problem,

including the curriculum, instructional materials, instructional practices, and teacher perceptions.

When school teams meet to determine intervention needs, there should be an outlined process that includes:[18]

- documentation, using multiple sources of data, of difficulties and/or areas of concern;
- a problem-solving approach to address identified concerns
- documentation of interventions, accommodations, strategies to improve area(s) of concern;
- intervention progress monitoring and fidelity;
- a team decision-making process for making intervention changes and referral recommendations based on the student's possible need for more intensive services and/or accommodations; and
- examples of pre-referral interventions and accommodations.

Cultural, Linguistic, and Ethnical Diversity Considerations

Historically, students who are culturally, linguistically, and/or ethnically diverse and/or students with a disability (CLED) have been under-identified as intellectually gifted and under-represented in gifted programs. Why are these students under-identified and under-represented? There are many reasons: limitations of identification tools; biased assessments; disproportionate focus on academic achievement or traditional measures of success; lack of rigorous instructional opportunities through a high-quality curriculum; low teacher expectations; cultural differences; institutional practices, racism and biases; focus on deficits rather than strengths of the student; lack of targeted professional development for teachers and administrators; and lack of parent engagement and knowledge about gifted identification processes, programs, and services .[19]

Recommendations for eradicating under-identification and under-representation among diverse gifted learners include the following:[20]

- Acknowledge that the characteristics of gifted students may look different based on cultural filters
- Use multiple measures when identifying diverse students, such as portfolios, interviews, personal recommendations, and performance assessments.
- Foster opportunities for effective support for diverse students through options such as professional, community, or peer mentors.

---

[18] National Alliance of Black School Educators (2002). *Addressing Over-Representation of African American Students in Special, Education*

[19] Felder et al, 2015

[20] Ford, 2011

- Develop curriculum and learning activities that take into consideration cultural perspectives and student interests or preferences, differentiating the learning to respond to individual needs of the diverse gifted learner.
- Create staff development opportunities that address the academic and affective needs of diverse gifted students, and open collective staff understanding by addressing misconceptions and biases based on differences in cultural perspectives.
- Identify and modify school practices that present a bias against the diverse gifted learner; these may include practices related to student placement procedures, textbook selection, choice of curriculum content, instructional practices, and student awards and recommendations.

Referral Information: Documenting Important Pieces of the Puzzle

The following are sources of information to consider when looking at a student's history and current profile:

Academic Information

- Standardized testing and testing growth charts (Use national and local norms.)
- Academic benchmarking data based on national norms and EL norms (if an EL referral)
- Checklists to identify gifted underachievers
- Attendance records
- Documentation of interventions
- Portfolio of academic products

Characteristics of Giftedness/Creativity

- Teacher and parent rating scales
- Standardized gifted scales/assessments
- Checklists for under-represented gifted students
- Creative products (see Appendix J)

Social/ Emotional/Pre-vocational Information

- *Note: Gifted students can face a number of situations that may constitute sources of risk to their social and emotional development. Issues can emerge because of a mismatch with social, school, or home environments.*[21]
- Pre-vocational skills checklists
- Social and emotional development: behavior benchmarking data, behavior rating scales
- Classroom observations

[21] Reis & Renzulli 2004

Other Factors Impacting Learning and Development

- Involvement with other agencies
- Use of community resources
- Other diagnoses: Is the student potentially twice-exceptional (2e)? Does the student have any mental health concerns?

Environmental Considerations

The educational environment may not allow the necessary opportunities for:

- Creativity, choice, independent learning, increased pacing, and abstract thinking.
- Curriculum that is engaging and challenging.
- Continuous independent learning, which results in the student spending much of their day isolated from their peers.

Referral

A parent or the school district may refer a child for an evaluation to determine if the child is a child with a disability. If a student is suspected of an educational disability at any time, s/he may be referred by the student's teacher, parent, or outside sources for an initial comprehensive evaluation based on referral concerns. The use of RTI^2 strategies may not be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304-300.311, to a child suspected of having a disability under 34 CFR §300.8. For more information on the rights to an initial evaluation, refer to Memorandum 11-07 from U.S. Department of Education's office of special education and rehabilitative services.

School districts should establish and communicate clearly written referral procedures to ensure consistency throughout the district. Upon referral, all available information relative to the suspected disability, including background information, parent and/or student input, summary of interventions, current academic performance, vision and hearing screenings, relevant medical information, and any other pertinent information should be collected and must be considered by the referral team. The team, not an individual, then determines whether it is an appropriate referral (i.e., the team has reason to suspect a disability) for an initial comprehensive evaluation. The school team must obtain informed parental consent and provide written notice of the evaluation.

Parent Request for Referral and Evaluation

If a parent refers/requests their child for an evaluation, the school district must meet within a reasonable time to consider the request following the above procedures for referral.

- If the district agrees that an initial evaluation is needed, the district must evaluate the child. The school team must then obtain informed parental consent of the assessment plan in a timely manner and provide written notice of the evaluation.

- If the district does not agree that the student is suspected of a disability, they must provide prior written notice to the parent of the refusal to evaluate. The notice must include the basis for the determination and an explanation of the process followed to reach that decision. If the district refuses to evaluate or if the parent refuses to give consent to evaluate, the opposing party may request a due process hearing.

TN Assessment Team Instrument Selection Form

In order to determine the most appropriate assessment tools, to provide the best estimate of skill or ability, for screenings and evaluations, the team should complete the TN Assessment Instrument Selection Form (TnAISF) (see Appendix A). The TnAISF provides needed information to ensure the assessments chosen are sensitive to the student's:

- cultural-linguistic differences;
- socio-economic factors; and
- test taking limitations, strengths, and range of abilities.

Section III: Comprehensive Evaluation

When a student is suspected of an educational disability and/or is not making progress with appropriate pre-referral interventions that have increased in intensity based on student progress, s/he may be referred for a psychoeducational evaluation. A referral may be made by the student's teacher, parent, or outside sources at any time.

Referral information and input from the child's team lead to the identification of specific areas to be included in the evaluation. All areas of suspected disability must be evaluated. In addition to determining the existence of a disability, the evaluation should also focus on the educational needs of the student as they relate to a continuum of services. Comprehensive evaluations shall be performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments. The required evaluation participants for evaluations related to suspected disabilities are outlined in the eligibility standards. Once written parental consent is obtained, the school district must conduct all agreed upon components of the evaluation and determine eligibility within sixty (60) calendar days of the district's receipt of parental consent.

Cultural Considerations: Culturally Sensitive Assessment Practices

IEP team members must understand the process of second language acquisition and the characteristics exhibited by EL students at each stage of language development if they are to distinguish between language differences and other impairments. The combination of data obtained from a case history and interview information regarding the student's primary or home language (L1), the development of English language (L2) and ESL instruction, support at home for the development of the first language, language sampling and informal assessment, as well as standardized language proficiency measures should enable the IEP team to make accurate diagnostic judgments. Assessment specialists must also consider these variables in the selection of appropriate assessments. Consideration should be given to the use of an interpreter, nonverbal assessments, and/or assessment in the student's primary language. Only after documenting problematic behaviors in the primary or home language and in English, and eliminating extrinsic variables as causes of these problems, should the possibility of the presence of a disability be considered.

English Learners

To determine whether a student who is an English learner has a disability it is crucial to differentiate a disability from a cultural or language difference. In order to conclude that an English learner has a specific disability, the assessor must rule out the effects of different factors that may simulate language disabilities. One reason English learners are sometimes referred for special education is a deficit in their primary or home language. No matter how proficient a student is in his or her primary or home language, if cognitively challenging native language instruction has not been continued, he or she is likely to demonstrate a regression in primary or home language abilities. According to Rice and Ortiz (1994), students may exhibit a decrease in primary language proficiency through:

- inability to understand and express academic concepts due to the lack of academic instruction in the primary language,
- simplification of complex grammatical constructions,
- replacement of grammatical forms and word meanings in the primary language by those in English, and
- the convergence of separate forms or meanings in the primary language and English.

These language differences may result in a referral to special education because they do not fit the standard for either language, even though they are not the result of a disability. The assessor also must keep in mind that the loss of primary or home language competency negatively affects the student's communicative development in English.

In addition to understanding the second language learning process and the impact that first language competence and proficiency has on the second language, the assessor must be aware of the type of alternative language program that the student is receiving.

The assessor should consider questions such as:

- In what ways has the effectiveness of the English as a second language (ESL) instruction been documented?
- Was instruction delivered by the ESL teacher?
- Did core instruction take place in the general education classroom?
- Is the program meeting the student's language development needs?
- Is there meaningful access to core subject areas in the general education classroom? What are the documented results of the instruction?
- Were the instructional methods and curriculum implemented within a sufficient amount of time to allow changes to occur in the student's skill acquisition or level?

The answers to these questions will help the assessor determine if the language difficulty is due to inadequate language instruction or the presence of a disability.

It is particularly important for a general education teacher and an ESL teacher/specialist to work together in order to meet the linguistic needs of this student group. To ensure ELs are receiving appropriate accommodations in the classroom and for assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
    - Oral English language proficiency level
    - English language proficiency literacy level
    - Formal education experiences
    - Native language literacy skills
    - Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards
- Appropriateness of accommodations for particular content areas

*For more specific guidance on English learners and immigrants, refer to the English as a Second Language Program Guide (August 2016).

Best Practices

Evaluations for all disability categories require comprehensive assessment methods that encompass multimodal, multisource, multidomain and multisetting documentation.

- Multimodal: In addition to an extensive review of existing records, teams should gather information from anecdotal records, unstructured or structured interviews, rating scales (more than one; narrow in focus versus broad scales that assess a wide range of potential issues), observations (more than one setting; more than one activity), and work samples/classroom performance products.

- Multisource: Information pertaining to the referral should be obtained from parent(s)/caregiver(s), teachers, community agencies, medical/mental health professionals, and the student. It is important when looking at each measurement of assessment that input is gathered from all invested parties. For example, when obtaining information from interviews and/or rating scales, consider all available sources—parent(s), teachers, and the student—for **each** rating scale/interview.

- Multidomain: Teams should take care to consider all affected domains and provide a strengths-based assessment in each area. Domains to consider include cognitive ability, academic achievement, social relationships, adaptive functioning, response to intervention, and medical/mental health information.

- Multisetting: Observations should occur in a variety of settings that provide an overall description of the student's functioning across environments (classroom, hallway, cafeteria, recess), activities (whole group instruction, special area participation, free movement), and time. Teams should have a 360 degree view of the student.

Evaluation Procedures (Standards)

A comprehensive evaluation is performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

(1) Review of multiple criteria and multiple assessment measures in procedures followed for:
   (a) Systematic Child Find and Individual Screening:
      1. Systematic child find for students who are potentially gifted (e.g., a review of school wide and/or grade-level screening data, teacher checklists, state assessment data, and etc.)
      2. Individual screening for students whose needs exceed differentiated general education programing in the areas of: educational performance and creativity/characteristics of giftedness
      3. A team review of individual screening results to determine the need for referral for comprehensive assessment

(2) Assessment through a multimodal identification process (refer to the gifted assessment matrix grid), to include multiple sources of information that provide a collection of evidence measuring the following:
   (a) Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of measure within the 90th percentile confidence level. When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index). (Refer to this manual for guidance on the consideration of the standard error of measure as well as traditionally underrepresented populations);
   (b) Educational performance; and
   (c) Creativity and/or characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning).

(3) Documentation, including observation and/or assessment, of how intellectual giftedness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

Evaluation Procedure Guidance

Standard 1: Review of multiple criteria and multiple assessment measures in procedures followed for Systematic Child Find and Individual Screening

The intent of this standard is to make sure that all prior relevant information is reviewed. It is not required that a student first be screened before an evaluation; however, screenings may assist teams with decisions regarding the appropriateness of a referral and potentially limit undue testing. The assessment specialist should consider the validity of the results compared to the sources of information collected as part of the evaluation to determine if additional assessments in collected areas are needed in order to determine eligibility.

Standard 2: Assessment through a multi-modal identification process (refer to the gifted assessment matrix grid), to include multiple sources of information that provide a collection of evidence

School districts must ensure that the abilities of students from traditionally underrepresented groups are accurately assessed. All assessments and procedures used to determine student eligibility for intellectual giftedness must be appropriate to the cultural, linguistic, and socio-economic background or physical disability of that student. Additionally, cultural bias in assessment is impossible to completely eliminate and should be taken into consideration when choosing appropriate assessment measures. Refer to the TnAISF when determining the most appropriate assessment.

A school screening team and/or IEP team, with the guidance of the school psychologist, will determine which assessment measures would be most appropriate. The team must include an individual with training in gifted education. This determination will consider the age, sex, racial, ethnic and socio-economic background or disability condition of the student. The team must continually evaluate the appropriateness of the assessment measures, given the aforementioned factors, in order to assure the most accurate measure of the student's abilities. Over-reliance on standardized assessment scores (particularly composite scores) and the use of one-dimensional instruments to assess cognitive abilities have been cited as major factors contributing to the exclusion of exceptional students whose test scores may be uneven or depressed due to cultural and/or linguistic background. Therefore, as outlined in the intellectually gifted criteria, it is appropriate to use component assessment scores or nonverbal assessment scores for identification purposes, when they are supported by other assessment information. As no single assessment or its results can deny a student's eligibility for intellectual giftedness, the team should take into account the body of evidence reflecting skills and/or abilities across measures of educational performance, cognition, and creativity. Regardless of assessment results, the team also must consider the adverse effect and need for services.

In addition, if results are unclear due to unexpected scatter among provided assessments, the team and assessment specialist should consider whether additional assessments are needed to corroborate results in order to decide upon the best estimate of the student's ability and/or skills.

The TN K-12 Intellectually Gifted Assessment Scoring Grid provides eligibility criteria by category, point value, and target instrument requirements. The first prong of eligibility criteria is met by the attainment of 50 points on the assessment matrix. Points are earned in three categories completed as part of the evaluation (i.e., cognition, educational performance, and creativity). Depending on the category, measure, and score a student can earn 10 (first range), 20 (second range), or 30 (third range) points on assessments. Several options for meeting criteria in each assessment area are available. The following guidelines are essential in making sure intellectually gifted criteria are met:

K-12 TN Intellectually Gifted Assessment Scoring Grid Guidance	
Target instrument	Target instruments are designated in each assessment category on the Intellectually Gifted Assessment Scoring Grid. A student must earn points in the second or third range on ONE target instrument in order to satisfy eligibility criteria. If the target instrument meets the second range score and the team agrees that additional assessment would provide a more accurate profile, a third range score on a non-target instrument may be used in that same category for point attainment. These two scores cannot be combined.

Points	Only one instrument may be used for point attainment in each category. A total of at least 50 points is needed; 30 points maximum can be awarded for each category.
Educational performance	A score in at least the first range must be obtained.
Product/ Portfolio	This instrument can only be used for educational performance or creativity/characteristics of gifted category; it may not be used for both.
Checklists	If the TnTOC or TnTOC+ checklist is used to meet eligibility criteria in the creativity/characteristics of gifted category, the TN Supplementary Gifted Performance Checklist (TnSup) (See Appendix I) cannot be used to meet eligibility criteria in the educational performance. The TnSup may only be used if information obtained from the instrument selection form (TnAISF) is compelling enough to indicate that the student's educational performance may not be accurately measured by traditionally-used instruments.
Cognition	A score in at least the second range must be obtained. See standard 2(a) for more information regarding cognitive evaluations.
Total needed	A total of 50 or more points AND a target instrument in the second or third range AND the scores within the initial range listed in both the educational and cognitive categories are required to satisfy Tennessee's intellectually gifted assessment criteria.

See Appendix B for a list of assessments.

Twice-Exceptional Considerations

Identification procedures for twice-exceptional students are complex and must consider assessment in both giftedness and disability. The following considerations for identifying twice-exceptionality in students have been suggested by specialists in the fields of gifted and special education[22] :

- Use multiple data sources for gifted programming identification: intelligence and achievement tests, teacher reports, creativity tests, student interviews, self-referral, portfolio, and family or peer referral.
- Avoid combining multiple pieces of data into a single score; combining scores allows lower scores to depress the total score thereby disqualifying students with strengths from gifted programs.

[22] http://www.nea.org/assets/docs/twiceexceptional.pdf; additional sources include Brody & Mills, 1997; Johnson, Karnes, & Carr, 1997; McCoach, Kehle, Bray, & Siegle, 2004; Nielsen, 2002; Silverman, 1989

- Compare expected performance on statewide standardized testing as well as psycho-educational assessments with actual performance using the student's daily classroom achievement, as well as other authentic assessments.
- Use both formal (such as standardized tests) and informal (such as student class work) assessments.
- Conference with families about student performance outside of school.
- Be aware that identification is seldom pursued for students whose gifts and disabilities mask one another. As such, be hypervigilant about looking for subtle indicators of exceptionality in students.
- Use culturally sensitive assessment processes to prevent language and cultural differences from creating bias in the identification process.

Standard 2(a): Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of measure within the 90th percentile confidence level. When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index).

Best practice dictates that no one cognitive measure should be used for all evaluations. The correct instrument selection must result from a comprehensive review of information obtained from multiple sources prior to evaluation. This practice is critical in obtaining a valid cognitive score. Refer to the TnAISF (Appendix A) when determining the most appropriate assessment.

Factors that should be considered in selecting a cognitive abilities instrument:

(1) Choose evaluation instruments that are unbiased for use with minority or culturally or linguistically different (English learner) student populations. Use instruments that yield assessment results that are valid and reliable indications of the student's potential. For example, nonverbal assessments may better measure cognitive ability for students who are not proficient in English or for students with socio-economic disadvantages.
(2) When intelligence test results are significantly skewed in one or more areas of the test battery's global components due to significant differences in the culturally accepted language patterns of the student's subculture, consider administering another measure more closely aligned with the culture, strengths, and abilities of the student.
(3) Consider evidence (documented or suspected) of another disability (i.e., ADHD, emotional disturbance, autism, speech and language impairments, hearing impairment, visual impairment, specific learning disabilities).
(4) Be mindful that the student's subculture may not encourage lengthy verbal responses.

If a child has previously been evaluated, the total history of assessments and scores should be obtained and considered in order to guide assessment selection, validate results, and interpret results. Consider the following:

- Are the assessment results consistent over time?
- Were areas addressed or overlooked on previous evaluations (e.g. areas of strength or weakness)?
- If the child has another disability, is that impacting the performance on the current test?
- Have the most appropriate tests been given (e.g., Have language, culture, test-retest factors been accounted for in the test selection)?
- Do student social mannerisms, emotions, or behaviors create bias in terms of how the student is assessed?

The most reliable score on a given cognitive measure is the full scale score or total composite score of the assessment tool and should be used when considered valid. A comprehensive cognitive evaluation includes verbal and nonverbal components. However, understanding that factors as mentioned above (e.g., motor or visual limitations, slow processing speed, lack of exposure to language, language acquisition, cultural differences, etc.) may influence performance on a measure and depress the overall score, there are other options that can be considered based on the reliability and validity of alternate composites of given assessments. The assessment specialist trained in cognitive/intellectual assessments should use professional judgement on the appropriateness of scoring options.

Based on a review of the student's background characteristics, TnAISF, and/or performance factors (e.g., spoiled subtests, student's health/distractibility/fatigue impact performance) on administered cognitive assessments, if it is determined the full scale score of a traditional cognitive assessment may not be the best estimate of ability, the following may be considered:

- Full-scale scores of a nonverbal assessment instrument
- Identified alternate global composite measures that have a high reliability (e.g., approximately .90 or above) and are used as recommended by the assessment publisher [e.g., WISC-V's general ability index (GAI), WJ-IV's Gf-Gc composite]
- Major component/composite area, with high reliability (e.g., approximately .90 or above), when that composite area score is 130 or above and it is a 1.5 standard deviations higher than another major component/composite area
- Scores falling within the standard error of measurement (SEM) at the 90 percent confidence internal
    - Only use on a case-by-case basis.
    - Use is supported by the TnAISF and other supporting evidence that the other options may be an underestimate of the student's ability.

- Use is recommended by the assessment specialist that is trained in intellectual functioning; the assessment specialist must document reasons regarding why this may be used as the best estimate of ability.

The standard error of measurement (SEM) estimates how repeated measures of a person on the same instrument tend to be distributed around his/her "true" score. The true score is always an unknown because no measure can be constructed that provides a perfect reflection of the true score. SEM is directly related to the reliability of a test; that is, the larger the SEM, the lower the reliability of the test and the less precision there is in the measures taken and scores obtained. Since all measurement contains some error, it is highly unlikely that any test will yield the same scores for a given person each time they are retested.

Standard 2(b) Educational Performance

The Educational Performance category measures academic achievement as well as academic performance within the educational setting. The components of this section were developed to assure equity in the identification of students as intellectually gifted. This section utilizes *academic achievement* where scores are reported from standardized tests (group or individual) that indicate attainment in scholastic areas or *academic performance*, which is the degree to which a student initiates and/or completes academic challenges. The Intellectually Gifted Assessment Scoring Grid outlines the percentiles associated with tests and subject areas within tests that fall within each range. Typically, percentiles needed to meet the first range of consideration fall at the 95thth percentile or above in one area or 90th percentile and above in at least two areas.

Alternatives to academic assessments may be used when the team determines that they are the most accurate representation of the student's academic performance. The Intellectually Gifted Assessment Scoring Grid outlines scoring and ranges scores need to fall within.

The following are instrument options that may be used to document educational performance and should be entered on the scoring grid to determine if educational performance criteria is met (see Appendix B for a list of assessments):

Target Instruments	Standardized group, individual criterion, or normed-referenced tests are recommended when appropriate. Composite scores in a specified area(s) should be used; however, if	College entrance exam areas scores, full-scale scores, or total battery items may be used.	TN Supplementary Gifted Performance Checklist (TnSup) may only be used if information obtained from the instrument selection form (TnAISF) is compelling enough to indicate that the student's

	only one subtest that has a high reliability for a delineated area, it may be used. Areas included from assessments include reading/language arts, math, science, social studies, academic knowledge (i.e., WJ,-IV) writing, or total battery scores.		educational performance may not be accurately measured by traditionally used instruments. • The TnSup cannot be used if the TnTOC (+) instrument is also used for creativity.
Non-Target Instruments	The middle or high school GPA, if used, must be cumulative from the most recent or prior semester.	The academic product portfolio can be used to measure a student's educational performance and is scored using the Academic Product Scoring Rubric (See Appendix K). The academic portfolio is research in one or more academic fields and demonstrates depth and breadth of understanding beyond age or grade level. If the IEP team decides to use this measure, they may not also use the Creative Product Portfolio to satisfy the requirements of the creativity/characteristics of giftedness.	The following academic awards may be used: school district award, state regional award, and/or national/multi-state/statewide award (i.e., an award earned from either national competition, multi-state competition or statewide competition; includes awards of an academic nature earned outside of the school district) Academic awards, if used, must have been earned in the past three years.

Standard 2(c) Creativity and/or Characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning)

There are a various ways to evaluate for creativity and/or characteristics of giftedness. Nationally normed standardized tests of creativity are considered target instruments. Examiners should be trained in administration of standardized measures and interpretation of the specific measure in question. There are non-target instruments that can also be used to provide information regarding displayed characteristics of creativity and giftedness that may be difficult to measure objectively. The majority of instruments allowable are checklists or rating scales to be completed by the student's teacher and parent.

Target Instruments	A nationally normed standardized test of creativity (e.g., *Torrance Tests of Creative Thinking*)			
Non-Target Instruments	The Creative Product Portfolio can be used to measure a student's creativity and is scored on the *Creative Product Scoring Rubric.*	Rating Scales: TN Creative Thinking Rating Scale (TnCreat) (see Appendix F), TnTOC (See Appendix G), TN Teacher Observation Checklist Plus (TnTOC+)	Nationally normed gifted characteristics rating form refers to use of standardized rating forms, such as the *Gifted Evaluation Scales--Third Edition* or the *Gifted Rating Scales.*	Local norms (approved by the Tennessee Department of Education) from checklists measuring gifted characteristics may be used by school districts.

Instrument Descriptions:

- There are few nationally normed standardized tests of creativity that may be appropriate for measurement of creativity; however, the *Torrance Tests of Creative Thinking* is a test of creativity that is widely recognized for its validity and reliability. Constructs measured by the Torrance are fluency, elaboration, originality, resistance to premature closure, flexibility, and creative strengths.

- The Creative Product Portfolio can be used to measure a student's creativity and is scored on the *Creative Product Scoring Rubric.* If the IEP team decides to use the Creative Product Portfolio as a measure of creativity/characteristics of gifted, they may not also use the Academic Product Portfolio to satisfy the requirements of the Educational Performance area. The Creative Product Portfolio is based on extensively researched constructs of creativity. The Creative Product Portfolio demonstrates that the student exhibits creative thinking that is beyond the level of typical, same-age peers. Portfolio requirements and rubrics are outlined in Appendix J (Development of the Academic or Creative Product or Portfolio).

- The TN Creative Thinking Rating Scale (TnCreat) is a checklist used for measuring creative thinking. This checklist has been aligned with nationally recognized constructs of creativity.

- "Nationally normed gifted characteristics rating form" refers to the use of standardized rating forms, such as the *Gifted Evaluation Scales - Third Edition* or the *Gifted Rating Scales.* The ratings on these forms are generally rated by points ranging from high to low and

compared to a same-age norm group. Rating forms generally include, but are not limited to, the overall gifted characteristic categories of intellectual ability, academic ability, creativity, artistic talent, and leadership abilities.

- The TN Teacher Observation Checklist (TnTOC) is a checklist including the traits, aptitudes, and behaviors (TABs) of giftedness and aspects from the research of Mary Frasier and her colleagues and E. Paul Torrance, who are nationally renowned researchers. This checklist must be used with the approved scoring template, *TN Teacher Observation Checklist (TnTOC)* Scoring Criteria (See Appendix H). It cannot be used if the TnSup form is used for educational performance.

- The *TN Teacher Observation Checklist Plus (TnTOC+)* is a combination of the *TN Teacher's Observation Checklist* (*TnTOC)* and the *TnPIF.* The purpose of the combination of these two checklists is to obtain parental input, which can be invaluable in many cases. It cannot be used if the TnSup form is used for educational performance.

- Local norms from checklists measuring gifted characteristics which have been approved by the Tennessee Department of Education may be used by school districts.

Standard 3: Documentation, including observation and/or assessment, of how Intellectual Giftedness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).
Documentation should be of adverse impact should be provided to the team, most typically within the evaluation report completed by the assessment specialist. The documentation may reflect informal (e.g., indirect and direct observations, qualitative checklists, review of educational performance/attendance/ behavior history, interviews, etc.) and/or formal data collection methods that indicates a need for special education and related services. The team should consider whether the presented needs can be met through general education programming which includes differentiation of the core curriculum, interventions, and accommodations.

There are many behaviors that may guide the team in determining adverse impact and need the student displays. However, it is important to note, that while a student may demonstrate behaviors, it does not mean the student automatically needs special education services. The team should consider how those behaviors impact the student's performance and how that can need be met in the least restrictive environment. When needs exceed the programming that can be provided in the general education setting, then the student may require more intensive services provided through special education.

Example of behaviors that may signal a deeper review of adverse impact include:

- Student demonstrates boredom or frustration which leads to other academic or social/ behavior problems.
- Student distrusts the school environment or highly critical of school or their teacher(s).
- Student demonstrates emotional or moral intensity.
- Student demonstrates sensitivity to expectations and feelings.
- Student demonstrates perfectionism.
- Student does not share interests with classmates, resulting in isolation or being labeled unfavorably.
- Student demonstrates self-motivation though limited opportunities to explore topics of interest.
- Student challenges authority.
- Student demonstrates disorganization.
- Student demonstrates a loss of motivation.
- Student demonstrates a strong-will and stubbornness.
- Student is often doing things they already know how to do.
- Student is often waiting for others to finish.
- Student is often being used as junior teachers in the classroom.
- Student is often given classroom chores to accomplish or meaningless work to "fill time."

Evaluation Participants

Information shall be gathered from the following persons in the evaluation of emotional disturbance:

(1) The parent;

(2) The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an EL;

(3) A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;

(4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist;

(5) Other professional personnel, as indicated; and

(6) At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children.

Evaluation Participants Guidance:

Below are examples of information participants may contribute to the evaluation.

(1) parent(s) or legal guardian(s)
- Developmental & background history
- Social/behavioral development
- Current concerns
- Checklists

(2) The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an EL;
- Observational information
- Academic skills
- Rating scales/ checklists (creativity and/or characteristics of giftedness)
- Work samples
- Behavioral intervention data
- Other relevant quantitative and/or qualitative data

(3) A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education Observational information
- Creativity checklists and/or assessments
- Work samples
- Pre-vocational checklists
- Transitional checklists/questionnaires/interviews
- Vocational checklists/questionnaires/interviews
- Other relevant quantitative and/or qualitative data

(4) School psychologist, senior psychological examiner, clinical or counseling psychologist, or psychological examiner (under the direct supervision of a licensed psychologist)
- Direct assessments (e.g., cognitive, achievement,
- School record review
- Review of outside providers' input
- Observations in multiple settings with peer comparisons
- Interviews
- Rating scales
- Other relevant quantitative and/or qualitative data

(5) Other professional personnel (e.g., mental health service providers, behavior specialist, licensed physician, physician's assistant, licensed nurse practitioner, and/or school social workers), as indicated
- Direct assessment

- Functional behavior assessments/behavior intervention plans
- Rating scales
- Observations in multiple settings with peer comparisons
- Medical information
- Clinical information
- Other relevant quantitative and/or qualitative data

Components of Evaluation Report:

The following are recommended components of an evaluation. The outline is not meant to be exhaustive, but an example guide to use when writing evaluation results.

- Reason for referral
- Current/presenting concerns
- Previous evaluations, findings, recommendations (e.g., school-based & outside providers)
- Relevant developmental & background history (e.g., developmental milestones, family history and interactions)
- School history (e.g., attendance, grades, state-wide achievement, disciplinary/conduct info, intervention history)
- Medical history
- Assessment instruments/procedures (e.g., test names, dates of evaluations, observations, and interviews, consultations with specialists)
- Current assessment results and interpretations
    - Observations
    - Educational performance
    - Cognitive
    - Creativity/ characteristics of giftedness
    - behavioral/social-emotional rating scales (if applicable)
- Intellectually Gifted Tennessee disability definition
- Educational impact statement: Review of factors impacting educational performance such as academic skills, ability to access the general education core curriculum
- Summary
- Recommendations

Section IV: Eligibility Considerations

After completion of the evaluation, the IEP team must meet to review results and determine if the student is eligible for special education services. Eligibility decisions for special education services is two-pronged: (1) the team decides whether the evaluation results indicate the presence of a disability ***and*** (2) the team decides whether the identified disability adversely impacts the student's educational performance such that s/he requires the most intensive

intervention (i.e., special education and related services). The parent is provided a copy of the written evaluation report completed by assessment specialists (e.g., psychoeducational evaluation, speech and language evaluation report, occupational and/or physical therapist report, vision specialist report, etc.). After the team determines eligibility, the parent is provided a copy of the eligibility report and a prior written notice documenting the team's decision(s). If the student is found eligible as a student with an educational disability, an IEP is developed within thirty (30) calendar days.

Evaluation results enable the team to answer the following questions for eligibility:

- **Are both prongs of eligibility met?**
    - **Prong 1:** Do the evaluation results support the presence of an educational disability?
        - The team should consider educational disability definitions and criteria referenced in the disability standards (i.e., evaluation procedures).
        - Are there any other factors that may have influenced the student's performance in the evaluation? A student is not eligible for special education services if it is found that the determinant factor for eligibility is either lack of instruction in reading or math, or limited English proficiency.
    - **Prong 2:** Is there documentation of how the disability adversely affects the student's educational performance in his/her learning environment?
        - Does the student demonstrate a need for specialized instruction and related services?
- Was the eligibility determination made by an IEP team upon a review of **all** components of the assessment?
- If there is more than one disability present, what is the **most impacting** disability that should be listed as the primary disability?

Considerations When Addressing Prong 2
• Keep in mind educational performance entails more than academic mastery of standards-based content. • Does the student have appropriate coping skills to learn in challenging environments? • Does the student have intensities (e.g. behavioral, intellectual, and emotional) that are impacting learning? • Does the student have access to appropriate resources to support his or her social-emotional needs?' • How do the maturity and social/emotional levels of this student compare to other general education classmates?

- What grade level curriculum has the student mastered? Are there any additional ways to provide acceleration/ above grade level curriculum?
- To what extent does this student have access to intellectual peers through the general education program?
- What specific goals or abilities does this student have that go beyond the scope of the general education program?
- What school resources, such as higher level library books, science labs, Destination Imagination, honors, and/or advanced placement classes are available in this student's school to assist in meeting his/her individual needs? To what extent is the student accessing these resources?
- To what extent is there evidence of a discrepancy between potential and actual performance in the general education program (i.e. underachieving gifted students)?
- How unique is this student compared to other students in his/her classroom?
- What general education interventions have been implemented for the student to demonstrate his or her abilities, and what has been the student's response to those interventions?
- Does the student have needed resources to excel?
- Have interventions addressed the social/emotional needs of the student?

In addition, the team should indicate if there is more than one disability present, which disability is the most impacting disability to be listed as the primary disability.

Section V: Re-evaluation Considerations

A re-evaluation must be conducted **at least every three years** or earlier if conditions warrant. Re-evaluations may be requested by any member of the IEP team prior to the triennial due date (e.g., when teams suspect a new disability or when considering a change in eligibility for services). This process involves a review of previous assessments, current academic performance, and input from a student's parents, teachers, and related service providers which is to be documented on the Re-evaluation Summary Report (RSR). The documented previous assessments should include any assessment results obtained as part of a comprehensive evaluation for eligibility or any other partial evaluation. Teams will review the RSR during an IEP meeting before deciding on and obtaining consent for re-evaluation needs. Therefore, it is advisable for the IEP team to meet at least 60 calendar days prior to the re-evaluation due date. Depending on the child's needs and progress, re-evaluation may not require the administration of tests or other formal measures; however, the IEP team must thoroughly review all relevant data when determining each child's evaluation need.

Some of the reasons for requesting early re-evaluations may include:

- concerns, such as lack of progress in the special education program;
- acquisition by an IEP team member of new information or data;
- review and discussion of the student's continuing need for special education (i.e., goals and objectives have been met and the IEP team is considering the student's exit from his/her special education program); or
- new or additional suspected disabilities (i.e., significant health changes, outside evaluation data, changes in performance leading to additional concerns).

The IEP team may decide an evaluation is needed or not needed in order to determine continued eligibility. All components of The RSR must be reviewed prior to determining the most appropriate decision for re-evaluation. Reasons related to evaluating or not evaluating are listed below.

NO evaluation is needed:

- The team determines no additional data and/or assessment is needed. The IEP team decides that the student will continue to be eligible for special education services with his/her currently identified disability/disabilities.
- The team determines no additional data and/or assessment is needed. The IEP team decides that the student will continue to be eligible for special education services in his/her **primary** disability; however, the IEP team determines that the student is no longer identified with his/her secondary disability.
- The team determines no additional data and/or assessment is needed. The student is no longer eligible for special education services.
- (Out of state transfers): The team determines additional data and/or assessment is needed when a student transferred from out of state, because all eligibility requirements did NOT meet current Tennessee state eligibility standards. Therefore, the IEP team decides that the student would be eligible for special education services in Tennessee with their previously out-of-state identified disability/disabilities while a comprehensive evaluation to determine eligibility for Tennessee services is conducted.

Evaluation is needed:

- The team determines no additional data and/or assessment is needed for the student's **primary** disability. The IEP team decides that the student will continue to be eligible for special education services in his/her **primary** disability; however, the IEP team determines that the student may have an additional disability; therefore, an evaluation needs to be completed in the suspected disability classification area to determine if the student has a secondary and/or additional disability classification. In this case, the student continues to be eligible for special education services with the currently identified primary disability based on the date of the decision. The eligibility should be

updated after the completion of the secondary disability evaluation if the team agrees a secondary disability is present (this should not change the primary disability eligibility date).

- The team determines additional data and/or assessment is needed for program planning purposes only. This is a limited evaluation that is specific to address and gather information for goals or services. This evaluation does not include all assessment components utilized when determining an eligibility NOR can an eligibility be determined from information gathered during program planning. If a change in primary eligibility needs to be considered, a comprehensive evaluation should be conducted.
- The team determines an additional evaluation is needed to determine if this student continues to be eligible for special education services with the currently identified disabilities. A comprehensive is necessary anytime a team is considering a change in the primary disability. Eligibility is not determined until the completion of the evaluation; this would be considered a comprehensive evaluation and all assessment requirements for the eligibility classification in consideration must be assessed.

When a student's eligibility is changed following an evaluation, the student's IEP should be reviewed and updated appropriately.

Considerations for the Intellectually Gifted Re-evaluations

When gathering information for the re-evaluation report summary, teams should include all historical information necessary for initial identification (evaluation standards 1–3). In addition to this data, it is important to review current parental input, observational data, medical information, academic performance, and other relevant data regarding educational performance. Listed below is guidance for information/data to consider in each of these areas:

Current parental input

Parental input should focus on changes that have occurred since the last team meeting, especially if it will help the team make decisions regarding the need for evaluations. There is an input form provided in the summary report that should be either completed by the parent or by interview with the parent.

Observational data

Anecdotal and/or formal observations (multimodal) provide teams with information on the actual performance/manifestation of student behavior and offer critical insight into the generalization of skills. As such, teams should gather information from multiple sources (parent, general education teachers/staff, special education teachers/staff, related service providers, medical providers, counselors), across multiple settings/environments (general and special education classroom settings, less structured settings such as

cafeteria/playgrounds/special areas) in multiple domain areas (both broad and specific behavior domains).

Medical information

Medical information is especially important when considering twice exceptionality. It should be updated if/when there are changes to a student's diagnosis(es), medical intervention/treatment regimen, and/or provider. The three-year re-evaluation provides an excellent opportunity to gain current medical documentation regarding the student's medication regimen, as these change frequently for children and adolescents.

Twice Exceptional considerations

When re-evaluating intellectually gifted students, it is important to consider whether or not a student is twice exceptional.[4] Some of the characteristics of students with twice exceptionality include the following:

- Struggle with basic skills due to cognitive processing difficulties; need to learn compensatory strategies in order to master basic skills
- High verbal ability but extreme difficulty in the written language area
- Fluency problems due to cognitive processing deficits
- Sensitivity regarding areas of weakness; highly critical of self and others including teachers; can express concern about the feeling of others even while engaging in antisocial behavior
- Very focused interests, for example, a passion about certain topics to the exclusion of others, often not related to school subjects

If a student who is intellectually gifted demonstrates the above characteristics, the student may need further testing to determine how to best meet the needs of the student for their secondary exceptionality. If a student is currently identified with a different exceptionality, but they are demonstrating the above characteristics, intellectually gifted testing should be considered. No student should be disqualified as intellectually gifted because of a secondary exceptionality.

If the student is presenting with another exceptionality for their re-evaluation, the report should include the characteristics demonstrated by the student.[23]

Academic performance

Historical data and current academic trends are essential components to the re-evaluation process. Teams should consider data from informal (curriculum and criterion-based) and formal (standardized normative measures) sources, as well as the supports and/or accommodations required for accurate reflection of performance (abbreviated tasks,

[23] Adapted from: http://www.nagc.org/sites/default/files/administrators/QuickGuide%20.pdf

rest/breaks, extended time, read aloud, etc.). When reviewing academic data, it is important to consider trends across subject areas (preferred vs. non-preferred), instruction type (lecture-based vs. hands-on learning), and learning models (independent, cooperative, collaborative).

Underachievers are students who exhibit a severe discrepancy between expected achievement (as measured by standardized achievement test scores or cognitive or intellectual ability assessments) and actual achievement (as measured by class grades and teacher evaluations). A student may meet cognitive criteria for intellectual giftedness, which shows the student's potential, but may be presenting as an underachiever. If the parents, teachers, and/or administrators do not feel the student is demonstrating ability or behavior consistent with their disability, it may be due to one of these four broad causes for underachievement in gifted children:[24]

(1) lack of motivation to apply oneself in school
(2) lack of interest in curriculum or the curriculum is not challenging and engaging
(3) environments that do not nurture their gifts and may even discourage high achievement
    - peer culture that does not value academic achievement
    - low teacher expectations, especially with twice-exceptional, minority, and students from low-income backgrounds
(4) disabilities or other learning deficits that mask giftedness
    - psychological issues such as emotional sensitivities or perfectionism
    - undiagnosed learning disabilities

Common characteristics of underachieving gifted students:[25]

- low self-esteem
- consistently negative attitude toward school and learning
- reluctance to take risks or apply oneself
- discomfort with competition
- lack of perseverance
- lack of goal-directed behavior
- social isolation
- weaknesses in skill areas and organization
- disruptiveness in class and resistance to class activities.

If the student is presenting as an underachiever for their re-evaluation, the team should consider the discrepancy between the potential and the underachieving characteristics demonstrated by the student and the best way to meet the student's needs.

---

[24] https://www.nagc.org/resources-publications/resources/achievement-keeping-your-child-challenged/underachievement

[25] http://www.davidsongifted.org/Search-Database/entry/A10442

Appendix A: TN Assessment Instrument Selection Form (TnAISF)

This form should be completed for all students screened or referred for a disability evaluation.

Student's Name_____ School_____ Date____/____/_____

The assessment team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The Tennessee Department of Education (TDOE) does not recommend a single "standard" assessment instrument when conducting evaluations. Instead, members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student's true ability.

THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM			
CONSIDERATIONS FOR ASSESSMENT			
	LANGUAGE	❑	Dominant, first-acquired language spoken in the home is other than English
		❑	Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)
	ECONOMIC	❑	Residence in a depressed economic area and/or homeless
		❑	Low family income (qualifies or could qualify for free/reduced lunch)
		❑	Necessary employment or home responsibilities interfere with learning
	ACHIEVEMENT	❑	Student peer group devalues academic achievement
		❑	Consistently poor grades with little motivation to succeed
	SCHOOL	❑	Irregular attendance (excessive absences during current or most recent grading period)
		❑	Attends low-performing school
		❑	Transience in elementary school (at least 3 moves)
		❑	Limited opportunities for exposure to developmental experiences for which the student may be ready
	ENVIRONMENT	❑	Limited experiences outside the home
		❑	Family unable to provide enrichment materials and/or experiences
		❑	Geographic isolation
		❑	No school-related extra-curricular learning activities in student's area of strength/interest
	OTHER	❑	Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability)
		❑	Member of a group that is typically over- or underrepresented in the disability category
	OTHER CONSIDERATIONS FOR ASSESSMENT		
	__ May have problems writing answers due to age, training, language, or fine motor skills __ May have attention deficits or focusing/concentration problems __ Student's scores may be impacted by assessment ceiling and basal effects __ Gifted evaluations: high ability displayed in focused area: _____ __ Performs poorly on timed tests or Is a highly reflective thinker and does not provide quick answers to questions __ Is extremely shy or introverted when around strangers or classmates __ Entered kindergarten early or was grade skipped _____ year(s) in _____ grade(s) __ May have another deficit or disability that interferes with educational performance or assessment		

SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Assessment Category/Measure:	Assessment Category/Measure:	Assessment Category/Measure:
_____	_____	_____

Appendix B: Assessments

This list may not be comprehensive or include all acceptable available measures. These are the most recent versions of these measures at the time this document was created (Spring 2017). The determination of which measure is used in an evaluation is at the discretion of the assessment specialist.

Measures of Intellectual Functioning	
Comprehensive Test of Nonverbal Intelligence – Second Edition	Universal Nonverbal Intelligence Test – Second Edition
Differential Abilities Scales – Second Edition	Wechsler Adult Intelligence Scale – Fourth Edition
Kaufman Assessment Battery for Children – Second Edition	Wechsler Intelligence Scale for Children – Fifth Edition
Leiter International Performance Scale - Third Edition	Wechsler Nonverbal Scale of Ability
Reynolds Intellectual Assessment Scales – Second Edition	Wechsler Preschool & Primary Scale of Intelligence – Fourth Edition
Stanford Binet – Fifth Edition	Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition
Test of Nonverbal Intelligence – Fourth Edition	Primary Test of Nonverbal Intelligence

Within the educational performance category, academic achievement can be measured utilizing the following group of individual standardized instruments: area, cluster, composite, or brief (WJIV) scores from more than one instrument or type of instrument (group or individual) may be used, but only one score from any academic area may be used for scoring (e.g., TNReady English language arts OR WJIV brief reading).

Group Instruments	**Individual Instruments**
TNReady Assessment English Language Arts, Math, Science, Social Studies **Stanford Achievement Test** Total Reading, Total Math, Language, Environment, Basic Battery, Complete Battery **Iowa Tests of Basic Skills** Mathematics Total Score, Reading Comprehension Total Score, Science Total Score	**Woodcock Johnson IV Tests of Achievement (WJ-IV)** Broad Reading, Brief Reading, Broad Math, Brief Math, Broad Written Language, Written Expression, Academic Knowledge, Academic Applications, Total Battery **Wechsler Individual Achievement Test—III (WIAT-III)** Total Reading, Written Expression, Mathematics, Total Achievement

Metropolitan Achievement Test Reading, Language, Mathematics, Writing, Science, Social Studies **California Achievement Test (CAT/5)** Reading, Language, Math, Science, Social Studies **PLAN/EXPLORE/ACT** English, Math, Reading, Science, Composite **PSAT 8-9/PSAT 10/SAT** Critical Reading, Math, Writing, Composite	**Kaufman Tests of Achievement-II (KTEA-II)** Reading Composite, Math Composite, Written Language Composite, Comprehensive Achievement Composite **Diagnostic Achievement Test-Fourth Edition (DAB-4)** Reading Composite, Math Composite, Written Language Composite, Total Achievement **Diagnostic Achievement Test-Second Edition, DATA-2** Reading Composite, Math Composite, Written Language Composite, Science, Social Studies, Total Achievement **Wide Range Achievement Test-fifth Edition** Total Reading, Total Math

Within the educational performance category, the following pre-college exams can also be used:

College Planning Exams	College Entrance/Placement Exams
PLAN, EXPLORE, PSAT	ACT, SAT

ASSESSMENT INSTRUMENTS: EDUCATIONAL PERFORMANCE		
Assessment Instrument	**Instrument Emphasis**	**Guidelines for Use**
Individual achievement test examples: WJ Ach-IV, KTEA-III, DAB-4, YCAT, WIAT-III, DATA-2	One-on-one evaluation of academic skill acquisition	Consider when group achievement test scores are not reliable and/or valid due to one or more of the following: 1. Group achievement test scores are not available. 2. Suspected underachievement due to cultural or economic circumstances. 3. Student's peer subculture does not encourage high academic skill attainment. 4. Student has difficulty with attention skills in a large group setting. 5. Student had been ill or distracted due to personal difficulties when the group achievement test was administered. 6. All other data collected indicates the student is gifted (i.e., classroom grades, benchmarking data, grade-level assessments, and teacher observations).
Tennessee Supplemental Gifted Performance Checklist (TnSup) *Do not use if TnToc or TnToc+ is used for a score in the area of Creativity/Characteristics of Gifted. The TN Supplementary Gifted Performance Checklist uses the TnTOC and/or TnPIF for scoring. If the TnSup is used for the Educational Performance score, the TnTOC cannot be used for the creativity/characteristics of gifted*	Equitable evaluation of an at-risk student's educational performance	Consider when the student's educational performance and/or high achievement in the classroom setting may not be reflected on standardized testing instruments, such as TNReady, or an individual achievement test. Low performance on academic achievement measures may be due to**:** 1. Cultural differences 2. Linguistic differences 3. Economic differences

score. The results of TnToc can only be counted one time during the assessment.		4. Sensory disabilities 5. Physical disabilities
Tennessee Academic Product or Portfolio *Do not use if creative product/portfolio is used for creativity.*	Allows student to demonstrate academic achievement through an already existing product or one created in the school environment	Consider when: 1. Student has limited enrichment resources in the home environment. 2. Student's parents have limited educational background. 3. Student's parents use a language other than English at home.
ASSESSMENT INSTRUMENTS: CREATIVE THINKING/CHARACTERISTICS OF GIFTED		
Assessment Instrument	**Assessment Emphasis**	**Guidelines for Use**
Torrance Test of Creative Thinking	Students that can think creatively through pictures/drawings	Consider when the student's creative thinking is strong when drawing and generating ideas quickly, as it is a timed test.
Creativity Assessment Pack (CAP)	Students that have strong divergent thinking skills	Consider when: 1. Student has strong cognitive thinking skills 2. Student shows flexibility in thinking 3. Student has advanced vocabulary and can use vocabulary to elaborate on topics
Nationally Normed Gifted Characteristics Checklist GES-3, GRS	Characteristics of giftedness	Consider when: 1. Student demonstrates many characteristics of giftedness 2. Students has many and varied strengths
Tennessee Creative Thinking Checklist (TnCreat)	-Creative thinking that can be observed in the classroom -Free measure of Creative Thinking/Characteristics of Gifted	Consider when: The student's creative thinking may not be reflected on standardized tests of creativity, such as Torrance Test of Creative Thinking.

Tennessee Teacher Observation Checklist (TnTOC) and Tennessee Teacher Observation Checklist Plus (TnToc+)	Gifted characteristics that can be observed in the classroom and in the home setting	Consider when: 1. The student's creative thinking may not be reflected on standardized tests of creativity, such as Torrance Test of Creative Thinking. 2. When home ratings are warranted as the TnToc+ score includes parent ratings 3. When a free measure of Creative Thinking/Characteristics of Gifted is the most appropriate way to asses this area
Tennessee Creative Product or Portfolio	Allows student to demonstrate creative thinking or gifted characteristics through an already existing product or one created in the school environment	Consider when: 1. Student has limited enrichment resources in the home environment 2. Student's parents have limited educational background 3. Parent's use a language other than English at home

Appendix C: Notice of Referral and Permission for Individual Screening

Dear _____

On _____ (date), _____ (child) was referred for an individual screening for potential intellectual giftedness by _____(referral source). In accordance with Tennessee's child find, screening, and assessment procedures in the area of intellectual gifted, all students are initially assessed for potential intellectual giftedness through a required screening process. The school screening team will review the results of your child's individual screening in order to determine whether additional information is needed. In order to do so, we are requesting permission for an individual screening at this time. The areas and procedures to be considered for your child's individual screening are checked below.

Areas to be Individually Screened	**Procedures**
Educational Performance	❑ Parent Information ❑ Individual Academic Achievement Assessment ❑ Assessment of Student's Academic Products/Ideas ❑ Other _____
Creativity/Characteristics of Gifted	❑ Gifted Rating Scales ❑ Evaluation of Student's Creative Products/Ideas ❑ Gifted Characteristics Checklists ❑ Other _____

Please sign the *Referral for Individual Screening*, complete the attached *TN Parent Information Form,* and return to _____ in your child's school. When the individual screening is completed, the school will notify you to make recommendations for classroom program modifications or a comprehensive assessment, as indicated by the results from the individual screening. If you have any information you would like to share pertaining to this notice and request for permission, please forward it to the person named above.

Please check one of the following.

_____ I give permission for an individual screening.
_____ I do not give permission for an individual screening.

Date_____ Signature of Parent/Guardian_____
Phone_____ Address_____

Comments: _____

Remisión para examen individual

(Formulario de remisión para examen del grado escolar)

Estimado/a _____:

El _____ (fecha), _____ (niño) fue remitido para _____ (evaluación o examen individual) de dotes intelectuales potenciales, por _____ (persona que remite). De acuerdo con los procedimientos de Tennessee para la detección, examen y valoración de dotes intelectuales, se valora inicialmente a todos los estudiantes para detectar dotes intelectuales potenciales por medio de un Proceso de examen individual obligatorio. El Equipo examinador de la escuela analizará los resultados del examen individual de su hijo para determinar si es necesario obtener más información por medio del Proceso de examen individual o de una Evaluación integral. Con este fin, solicitamos el permiso para un examen individual en este momento.

Las áreas y los procedimientos que se considerarán en el examen individual de su hijo se marcan a continuación.

Áreas que se examinarán individualmente	**Procedimientos**
Rendimiento educativo	❑ Información proporcionada por el padre o la madre ❑ Valoración individual de logros académicos ❑ Valoración del trabajo y las ideas académicas del estudiante ❑ Otros _____
Creatividad y características de dotes intelectuales	❑ Escalas de calificación de dotes intelectuales ❑ Evaluación del trabajo y las ideas creativas del estudiante ❑ Listas de verificación de características de dotes intelectuales ❑ Otros _____

Firme la *Remisión para examen individual*, complete el *Formulario de TN de información proporcionada por los padres* que se adjunta y devuélvalo a _____ en la escuela de su hijo. Cuando haya concluido el examen individual, la escuela le avisará para hacer recomendaciones para las modificaciones del programa en el aula o para una valoración integral, según lo indiquen los resultados del examen individual. Si tiene alguna información que desee comunicar acerca de este aviso y solicitud de permiso, envíela a la persona que se menciona arriba.

Marque una de las siguientes opciones:

_____ Doy mi consentimiento para realizar un examen individual.

_____ No doy mi consentimiento para realizar un examen individual.

Fecha _____ Firma del padre, la madre o el tutor _____

Teléfono _____ Domicilio _____

Comentarios: _____

_____

Appendix D: Response to Individual Screening

Date____/____/_____

Dear _____

_____ was referred for an individual screening on _____/_____/_____
(date) by _____ (teacher, parent, other).

❑ A comprehensive evaluation is not indicated at this time. Your child's screening results are listed below. If you have any questions regarding your rights or the decision for not conducting a comprehensive evaluation at this time, please contact:

_____ _____ _____
(Name of Person) (Position) (Telephone)

Individual Screening Results

Area Screened	**Individual Screening Measures** Quantitative and Qualitative Results	**Student Support Team Review of Individual Screening** Do the results from individual screening indicate the student may meet Intellectual Gifted Eligibility Standards in areas screened?
Educational Performance		❑ Yes ❑ No
Creativity/ Characteristics of Gifted		❑ Yes ❑ No

Review of Educational Performance Date ____/____/____
_____
_____

Recommendations Date ____/____/____
(Classroom Modifications/Accommodations, if needed)
_____
_____
_____

Referral for Comprehensive Evaluation
❑ A comprehensive evaluation is appropriate at this time.
_____

Please complete the Informed Parental Consent for Initial Evaluation. Copies of the Rights of Children with Disabilities and Parent Responsibilities and Prior Written Notice from the State Department of Education explaining procedural safeguards are also included. The Comprehensive Assessment for Intellectual Giftedness will begin upon the school's receipt of your Informed Parental Consent for Initial Evaluation.

Appendix E: TN Parent Information Form (TNPIF)

Student _____ Date of Birth ____/ ___/_____ Sex____ Ethnicity (Optional) _____
Parent's Name _____ Address: _____
Home Phone: (_____) _____--_____ Work or Cell Phone: (____) _____--_____
Student's School _____ Grade _____ Date ____/ ___/ _____

These responses are necessary to help document your child's abilities.

- Rate your child's behavior on the following items using the following scale:
  1 = not observed 2 = occasionally 3 = sometimes 4 = frequently 5 = always
- Provide comments and examples on the lines provided with each statement.
- Circle one rating for each indicator listed.

Creativity

1) 1 2 3 4 5 Devises own methods instead of relying on instructions

_____
_____

2) 1 2 3 4 5 Devises extraordinary uses for ordinary objects

_____
_____

Interest

3) 1 2 3 4 5 Collects things (may be randomly or with a definite purpose), or pursues hobbies

_____
_____

4) 1 2 3 4 5 Has long or extended attention span for one topic and/or project

_____
_____

5) 1 2 3 4 5 Puts great effort into gaining knowledge about some interest or subject

_____
_____

6) 1 2 3 4 5 Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but "comes alive" when special topics are raised; e.g., old movies or life on other planets

_____
_____

7) 1 2 3 4 5 Shows a passion for statistics, almanacs, globes, maps, etc.

_____
_____

Communication Skills

8) 1 2 3 4 5 Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

_____
_____

9) 1 2 3 4 5 Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations

_____
_____

Motivation

10) 1 2 3 4 5 Self-taught in some topics not often taught in school

_____

Problem Solving Ability

11) **1 2 3 4 5** Does complicated puzzles, plays chess, bridge, etc.

12) **1 2 3 4 5** Assembles or disassembles mechanical objects with little or no training

Memory

13) **1 2 3 4 5** Memorizes easily, needs little or no drill

14) **1 2 3 4 5** Exhibits long term retention of information

Inquiry

15) **1 2 3 4 5** Asks unusual questions which may be embarrassing, advanced, or controversial

16) **1 2 3 4 5** Is curious—wants to know why, how, etc.; asks thoughtful, searching questions

Insight

17) **1 2 3 4 5** Seems to "just know things"; offers new insights based on known information

18) **1 2 3 4 5** Understands relationships among seemingly unrelated objects, ideas, or facts

Reasoning

19) **1 2 3 4 5** Sees broad perspective of a problem; sees the whole while others focus on the parts

20) **1 2 3 4 5** Demonstrates reflective and reasonable thinking when making decisions

Humor

21) **1 2 3 4 5** Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

Additional Information

22) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

23) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.

Formulario de TN de información proporcionada por los padres (TnPIF)

Estudiante _____ Fecha de nacimiento ____/____/____ Sexo ____ Grupo étnico (opcional) ____

Nombre del padre o la madre _____Domicilio: _____

Teléfono en casa: (___) _____--_____Teléfono celular o en el trabajo: (___) _____--_____

Escuela del estudiante _____ Grado _____ Fecha ____/____/____

Las respuestas son necesarias para documentar las aptitudes de su hijo.

— Califique el comportamiento de su hijo en las siguientes áreas mediante la escala a continuación:
1 = no se observa 2 = en contadas ocasiones 3 = a veces 4 = con frecuencia 5 = siempre

— Proporcione comentarios y ejemplos en los renglones debajo de cada afirmación.
— Encierre en un círculo una calificación para cada indicador mencionado.

Creatividad

1) 1 2 3 4 5 Crea sus propios métodos en vez de seguir instrucciones.

_____

_____

2) 1 2 3 4 5 Hace uso extraordinario de objetos ordinarios.

_____

_____

Interés

3) 1 2 3 4 5 Colecciona objetos (puede ser al azar o con un fin definido), o tiene pasatiempos.

_____

_____

4) 1 2 3 4 5 Tiene atención de duración amplia o prolongada para un tema o proyecto.

_____

_____

5) 1 2 3 4 5 Pone un gran empeño en obtener conocimientos sobre un tema o interés.

_____

_____

6) 1 2 3 4 5 Es parcial para ciertos temas (interés profundo que excluye todo lo demás) o puede parecer distraído o aburrido con los requisitos escolares típicos, pero se "aviva" cuando surgen temas especiales; por ejemplo, películas antiguas o vida en otros planetas.

_____

_____

7) 1 2 3 4 5 Muestra pasión por los datos estadísticos, almanaques, globos terráqueos, mapas etc.

_____

_____

Habilidades de comunicación

8) 1 2 3 4 5 Demuestra habilidades avanzadas de comunicación en casa y en la comunidad, en otro idioma que no sea el inglés (por ejemplo, varios idiomas).

_____

_____

9) 1 2 3 4 5 Hace uso de habilidades avanzadas del idioma para comunicar ideas y conceptos, y demuestra amplia comprensión de diversos temas que excede las expectativas para su edad o grado escolar.

_____

_____

Motivación

10) 1 2 3 4 5 Es autodidacta en algunos temas que no suelen enseñarse en la escuela.

_____

_____

Capacidad para solucionar problemas

11) 1 2 3 4 5 Resuelve rompecabezas complicados, juega ajedrez, *bridge* con los naipes, etc.

_____

_____

12) 1 2 3 4 5 Arma y desarma objetos mecánicos con poca o ninguna instrucción previa.

_____

_____

Memoria

13) 1 2 3 4 5 Memoriza con facilidad y necesita poco o ningún ejercicio de práctica.

_____

_____

14) 1 2 3 4 5 Muestra retención de información a largo plazo.

_____

_____

Cuestionamiento

15) 1 2 3 4 5 Hace preguntas poco comunes que pueden poner en apuros, ser avanzadas o causar controversia.

_____

_____

16) 1 2 3 4 5 Muestra curiosidad: desea saber por qué, cómo, etc.; hace preguntas inteligentes e inquisitivas.

_____

_____

Perspicacia

17) 1 2 3 4 5 Parece que "simplemente sabe las cosas"; aporta nuevos puntos de vista basados en información conocida.

_____

_____

18) 1 2 3 4 5 Entiende las relaciones entre objetos, ideas o datos aparentemente no relacionados.

_____

_____

Razonamiento

19) 1 2 3 4 5 Ve la perspectiva amplia de un problema; percibe el total mientras los demás se concentran en las partes.

_____

_____

20) 1 2 3 4 5 Al tomar decisiones, demuestra pensamiento basado en la reflexión y el razonamiento.

_____

_____

Sentido del humor

21) 1 2 3 4 5 Disfruta hacer bromas o es ingenioso, muestra un sentido del humor maduro o tiene un humor fino en ciertas situaciones.

_____

_____

Otra información

22) Enumere los premios o reconocimientos especiales que su hijo haya recibido a nivel nacional, estatal o local (indicar el nivel) por logros relacionados con áreas académicas (matemáticas, ciencias, escritura, etc.).

_____

_____

23) Describa los comportamientos que muestra su hijo que usted considere que indican una capacidad intelectual superior.

_____

_____

Comentarios:

Appendix F: TN Creative Thinking Rating Scale (TNCreat)

Name: _____ Grade: _____ Date: _____ Teacher: _____
School System: _____ School: _____

DO NOT SKIP ANY ITEMS—ALL ITEMS MUST BE MARKED

- Rate each of the following characteristics as follows:

0: Not Observed 1: Rarely 2: 0ccasionally 3: Frequently

- All items with a rating of **3** require <u>at least one example of the gifted characteristic</u> or item will be rated as 2.
- Give consideration to the student's age, experiences, and environment when evaluating creative thinking.

Rating	Description of Creative Thinking Characteristic

1. _____ | Generates a large number of ideas, solutions, and possibilities.
   Example:
   _____
   _____
   _____
2. _____ | Likes to adapt or improve things.
   Example:
   _____
   _____
   _____
3. _____ | Displays a high level of curiosity about a wide array of ideas, situations, objects, people, or events.
   Example:
   _____
   _____
   _____
4. _____ | Generates many different alternatives and approaches to a question or problem; views situations from different perspectives.
   Example:
   _____
   _____
   _____
5. _____ | Shows a willingness to entertain complexity and seems to thrive on problem solving. Able to deal with lack of closure for problems presented inside or outside the classroom setting.
   Example:
   _____
   _____
   _____
6. _____ | Sees/develops innovative relationships among seemingly unrelated objects, ideas, or facts.
   Example:
   _____

_____
_____

7. _____ | Exhibits ability to sustain interest in issues or problems that do not offer immediate resolution.

Example:

_____
_____
_____

8. _____ | Creates original products/projects for class assignments without being asked to do so, or in his/her spare time (including but not limited to stories, artwork, three-dimensional products, songs, dance movements, dramatic performances, etc.).

Example:

_____
_____
_____

9. _____ | Uses the ideas or projects of others to create additional ideas and/or possibilities.

Example:

_____
_____
_____

10. _____ | May take on many projects; may have many things going on at the same time.

Example:

_____
_____
_____

11. _____ | Classroom work/projects, and/or projects attempted as extracurricular activities or at home, show great attention to detail.

Example:

_____
_____
_____

12. _____ | Suggests to the teacher, parent, or other adults alternative ways of doing an activity or task.

Example:

_____
_____
_____

13. _____ | Comes up with fresh, original comments or unusual correct answers or formulates his/her own ideas when the class does a project or activity.

Example:

_____
_____
_____

14. _____ | Articulates ideas clearly either verbally or in project components; writing or products shows synthesis of ideas and or rich use of imagery; thinks “outside the box”; “colors without lines.”

Example:

_____
_____
_____

15. _____ | Doesn’t mind being different; strives to be original and creative in everyday life.

Example:
_____
_____
_____

16. _____ | Able to interact with metaphorical, figural, symbolic, or allegorical representations.
Example:
_____
_____
_____

17. _____ | Displays intellectual playfulness; fantasizes and imagines readily; has a keen sense of humor.
Example:
_____
_____
_____

18. _____ | Demonstrates elaborate thinking, creating new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.
Example:
_____
_____
_____

19. _____ | Makes good "guesses;" constructs hypotheses; asks thoughtful or clever "what if" questions.
Example:
_____
_____
_____

20. _____ | Adapts easily to new situations.
Example:
_____
_____
_____

FOR SST USE ONLY

TOTAL TnCreat SCORE: _____

NOTES: _____
_____
_____
_____
_____

Appendix G: TN Teacher Observation Checklist (TnTOC)

Student_____ School_____ Grade_____Date_____

The TN Teacher Observation Checklist (TnTOC) is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of intellectual giftedness (whether considered socially "positive" or "negative") that you have observed in this student when compared to others of similar age, experience, and environment.

_____
_____
_____

Please check those items which are frequently characteristic of this child. Note that it is unlikely that any child will have all of these attributes.

1.	❑ Generates abstract ideas or asks complex questions	22.	❑ Is impatient—hurries to complete a task
2.	❑ Challenges rules, assignments, requests, and may ask provocative questions	23.	❑ Exhibits long-term retention of school or non-school-related information
3.	❑ Is curious—wants to know “why, how, etc.”; asks thoughtful, searching questions	24.	❑ Is motivated to high achievement in a low-performing school environment
4.	❑ Understands puns, political cartoons, etc., beyond their peers	25.	❑ Understands relationships among seemingly unrelated objects, ideas, or facts
5.	❑ Shows desire for knowledge	26.	❑ Attributes success and failure to fate, luck, or chance
6.	❑ Often fails to complete schoolwork	27.	❑ Likes structure, order, and consistency
7.	❑ Enjoys school	28.	❑ Facility with words/oral language exceeds quality of written work
8.	❑ Works and plays well with others	29.	❑ Demonstrates a depth of perception and understanding beyond peers in a low-performing school environment
9.	❑ Utilizes advanced language skills and a large vocabulary in oral and/or written formats	30.	❑ May lose track of time
10.	❑ Is most successful in the classroom setting rather than in after-school activities	31.	❑ Shows little patience with rote learning (handwriting, spelling, and math skill repetition)
11.	❑ Exhibits a wide range of interests	32.	❑ Has an advanced ability to reason and draw conclusions from given information
12.	❑ Is eager to please the teacher	33.	❑ Demonstrates superior insight; infers and connects concepts
13.	❑ Demonstrates intense or focused concentration	34.	❑ Forgets/loses work
14.	❑ Is generally mature	35.	❑ Demonstrates an advanced sense of justice and fairness
15.	❑ Has a long attention span in areas of interest	36.	❑ Enjoys role playing, creative dramatics
16.	❑ Generates a large number of ideas	37.	❑ Enjoys competitive games
17.	❑ Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	38.	❑ Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals
18.	❑ Does not perform to his/her ability on tests (e.g., test phobia)	39.	❑ Demonstrates superior ability to hold information in memory and recall it when necessary
19.	❑ Displays in-depth information in one or more areas	40.	❑ Fine and gross motor coordination skills are advanced for age

20.	❑ Has difficulty functioning constructively in groups	41.	❑ Learns better by "doing" than from a "lecture approach"
21.	❑ Communicates complex ideas and concepts to others, verbally or non-verbally	42.	❑ Is a keen observer; interprets observations
43.	❑ Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise, and/or rewards)	62.	❑ Has much energy, which can get him/her into trouble at times
44.	❑ Has original, unique ideas	63.	❑ Is disruptive
45.	❑ Is resourceful and uses limited resources to make meaningful products	64.	❑ Finds and evaluates relevant information and applies that information in a setting where most students do not
46.	❑ Interacts well with adults and peers	65.	❑ Makes good grades in reading
47.	❑ Enjoys math and science more than social studies and reading	66.	❑ Demonstrates a healthy self-concept
48.	❑ Is quick to see discrepancies/inconsistencies	67.	❑ Likes to work independently
49.	❑ Creates complex, abstract humor	68.	❑ Often solves problems by ingenious methods; likes new approaches to problem solving
50.	❑ Uses a large vocabulary in a non-standard English environment	69.	❑ Usually makes As on school work
51.	❑ Approaches problems and ideas from multiple perspectives	70.	❑ Is generally immature
52.	❑ Getting good grades is important to student	71.	❑ Has an advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
53.	❑ Excels in cooperative learning groups	72.	❑ Has excellent handwriting skills
54.	❑ Asks many questions, often challenging the teacher and the textbook	73.	❑ Seeks approval for success in and out of school
55.	❑ Always turns in work on time	74.	❑ Outstanding in mathematics
56.	❑ Exhibits complexity, inventiveness, and elaboration in ideas and/or products	75.	❑ Outstanding in science
57.	❑ Exhibits richness in language in a non-standard English environment	76.	❑ Outstanding in language arts
58.	❑ Is an independent learner; may require little direction	77.	❑ Outstanding in social studies/history
59.	❑ Has many friends	78.	❑ Outstanding in music/creative arts
60.	❑ Self-starter; exceeds classroom requirements	79.	❑ An able student, but also a challenge
61.	❑ Does not like to stick to a task	80.	❑ Has difficulty with reading, but otherwise demonstrates good learning ability

FOR SST USE ONLY – TnTOC SCORE: _____

NOTES: _____

_____

_____

_____

_____

_____

_____

Appendix H: TN Observation Checklist (TnTOC) Scoring Criteria

Student_____ School_____
Grade_____ Date of TnTOC____/____/_____ TnTOC Rater_____

First Range TnTOC – 16/27
Second Range TnTOC – 19/27
Third Range TnTOC – 22/27

TnTOC Gifted Characteristics Item	Item checked (YES)
1	❑
3	❑
4	❑
5	❑
9	❑
11	❑
16	❑
17	❑
19	❑
21	❑
23	❑
25	❑
32	❑
33	❑
35	❑
38	❑
39	❑
42	❑
44	❑
48	❑
49	❑
51	❑
56	❑
58	❑
60	❑
68	❑
71	❑

TnTOC TOTAL – _____

The TN Teacher's Observation Checklist Plus (TnTOC+) score is obtained by adding the TN Teacher's Observation Checklist (TnTOC) score from page 1 to the total score from the TN Parent Information Form (TnPIF). Total scores obtained for scoring in First, Second, and Third Range from the TnTOC+ are:

First Range 21/36
Second Range 25/36
Third Range 29/36

TnPIF Gifted Characteristics Items		**Scoring criteria**	**Item checked (YES)**
1	Score ___	Score of 4 or 5 on 1 of 2 items	❑
2	Score ___		
4	Score ___	Score of 4 or 5 on 2 of 3 items	❑
6	Score ___		
7	Score ___		
9	Score ___	Score of 4 or 5	❑
11	Score ___	Score of 4 or 5 on 1 of 2 items	❑
12	Score ___		
13	Score ___	Score of 4 or 5 on 1 of 2 items	❑
14	Score ___		
15	Score ___	Score of 4 or 5 on 1 of 2 items	❑
16	Score ___		
17	Score ___	Score of 4 or 5 on 1 of 2 items	❑
18	Score ___		
19	Score ___	Score of 4 or 5 on 1 of 2 items	❑
20	Score ___		
21	Score ___	Score of 4 or 5	❑

TnPIF = _____

TnTOC = _____

TnPIF (page 2) + TnTOC (page 1) = TnTOC+ _____

Appendix I: TN Supplementary Gifted Performance Checklist (TnSup)

Use This Checklist Only if the Following Criteria Have Been Met

Items in the categories of Language, Economic, Achievement, School, Enrichment, and Program have been checked on the TN Assessment Team Instrument Selection Form(Tn AISF) and are compelling enough to indicate that the student's educational performance may not be accurately measured by traditionally used instruments.

The Gifted School Screening Team (G-SST) and/or the IEP Team have determined use of an alternative assessment in the area of Educational Performance to be the most appropriate evaluation of this student.

Note: Scoring of the TN Supplementary Gifted Performance Checklist (TnSup) is based on information gathered from:

►Tests of Cognition and/or Creativity, Grades
►TN Teacher Observation Checklist (*TnTOC*)
►TN Parent Information Form (*TnPIF)*

Name: _____ School System: _____

School: _____ Grade: _____

1. **Motivation** (❑ Criteria met)

   **There is a pattern (two or more years) of consistently outstanding grades in one or more academic areas.

   Scoring – an "A average" as defined by the school or a numerical grade average of ≥90
   ❑ Yes ❑ No

   OR

   **Student has demonstrated motivation beyond that of his/her peers in the academic setting.

   Scoring – 2 of 4 items from the *TnTOC* – #5, #24, #58, #60
   ❑ Yes ❑ No

   OR

   Scoring – a score of 4 or 5 on item #10 from the *TnPIF*
   ❑ Yes ❑ No

2. **Interest** (❑ Criteria met)

   **Student has demonstrated interests beyond that of his/her peers in the academic setting.

   Scoring – item #11 or #19 from the *TnTOC*
   ❑ Yes ❑ No

   OR

   Scoring – a score of 4 or 5 on 3 of 5 items: #3, #4, #5, #6, #7 from the *TnPIF*
   ❑ Yes ❑ No

3. **Communication Skills** (❑ Criteria met)

   **Student demonstrates advanced communication skills.

   Scoring – 2 of 4 items from the *TnTOC* – #9, #21, #50, #57
   ❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #8 or #9 from the *TnPIF*

❑ Yes ❑ No

4. **Problem Solving Ability** (❑ Criteria met)

**The student has shown advanced problem-solving ability skills in the classroom.

Scoring – 2 of 3 items from the *TnTOC* – #42, #64, #68

❑ Yes ❑ No

OR

Scoring – the *Thinking Ability* score obtained from *WJIII NU Cognitive* or from comparable component scores of other standardized tests of cognition is ≥120

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #11 or #12 from the *TnPIF*

❑ Yes ❑ No

5. **Memory** (❑ Criteria met)

**The student demonstrates short- and long-term memory skills that are significantly advanced for his/her chronological age (i.e., the student is able to memorize material at a rapid rate or is able to recall detailed information previously taught).

Scoring – items #23 or #39 from the *TnTOC*

❑ Yes ❑ No

OR

Scoring – the *Component Memory Score* on a test of cognition is a standard score of ≥120

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on item #13 or #14 from the *TnPIF*

❑ Yes ❑ No

6. **Inquiry** (❑ Criteria met)

**Student is more inquisitive than the average child in the classroom and questions or challenges teacher.

Scoring – item #1 or #3 from the *TnTOC*

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #15 or #16 from the *TnPIF*

❑ Yes ❑ No

7. **Insight** (❑ Criteria met)

**Student demonstrates ideas and insight related to a specific topic.

Scoring – 2 of 3 from items #25, #33, #48 from the *TnTOC*

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #17 or #18 from the *TnPIF*

❑ Yes ❑ No

8. **Imagination/Creativity** (❑ Criteria met)

**Student has demonstrated creative thinking ability in a variety of ways:

Scoring – 3 of 5 items from the *TnTOC* – #16, #44, #45, #51, #56

❑ Yes ❑ No

OR

Scoring – A score at the 90th percentile in one of the following areas on the *Torrance Tests of Creative Thinking*, *Figural Form:* Fluency, Originality, Elaboration, Resistance to Premature Closure, or Abstractness of Titles

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #1 or #2 from the *TnPIF*

❑ Yes ❑ No

9. **Humor** (❑ Criteria met)

**Student demonstrates a keen or high-level sense of humor.

Scoring – item #4 or #49 from the *TnTOC*

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on item #21 from the *TnPIF*

❑ Yes ❑ No

10. **Reasoning** (❑ Criteria met)

**Student has an advanced ability to think logically and rationally and to analyze and make inferences with information presented to him/her.

Scoring – 2 of 4 items #29, #32, #64, and #71 from the *TnTOC*

❑ Yes ❑ No

OR

Scoring – the component Reasoning Score on a test of cognition is a standard score of ≥120

❑ Yes ❑ No

OR

Scoring – a score of 4 or 5 on either item #19 or #20 from the *TnPIF*

❑ Yes ❑ No

11. **Rate of Acquisition for Application** (❑ Criteria met)

**Student learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers.

Scoring – item #17 from the *TnTOC*

❑ Yes ❑ No

12. **Other** (❑ Criteria met)

**Five or more items checked from the categories of Language, Economic, Achievement, School, Enrichment, and Program on the TN Assessment Team Instrument Selection Form (*Tn AISF*).

❑ Yes ❑ No

Criteria met in _____ of 12 areas.

(*Tn AISF* must be attached to the *TnSup)*

Appendix J: Development of the Academic or Creative Product or Portfolio

Evaluation of Student Products with Mentor

Assigning a mentor may be used as for the Academic or Creative Product Portfolios when a more equitable method of assessing intellectual giftedness is needed for students from traditionally "underrepresented" populations. The *Tennessee Assessment Team Instrument Selection Form (Tn AISF)* is utilized by the school screening team for determining whether there is compelling evidence that the student's true abilities have been masked, thereby affecting the student's ability to access the necessary resources for development of a product or portfolio. A mentor may be assigned to work with the student and provide guidance and resources within the school setting while the student develops his/her product. Assignment of the most effective mentor for the student should be made in each case. Consideration must be made regarding the student's relationship with the mentoring teacher or professional and common interests held by both the student and mentor.

Assigning a mentor to work with the student in the development of student products or portfolios provides an opportunity for students to develop and create high-interest products or projects when resources at home are limited. This includes the availability of resources including:

1. books, newspapers, and magazines in the home;
2. computers or community library resources;
3. time limitations with adults due to the home's parent-to-child ratio;
4. language barriers due to the predominance of a second language in the home; and
5. limited educational background of the student's parents.

The Product Review Team and Scoring Process

In order to determine whether ideas and products demonstrate superior intellectual functioning, criteria for the evaluation process should be established by the product review team (PRT), which may be the school screening team. A simple examination of final ideas and products does not necessarily establish the level of involvement or demonstrate superior abilities of the student. The PRT should consist of at least one classroom teacher who is familiar with academic standards and gifted characteristics at the student's grade level and be composed of no less than three persons. The PRT will analyze the processes the student used in the development of the product or portfolio. Whenever students develop products, the PRT will interview the student and note the student's critical understanding of the finished product. All products should be scored comparably. The scoring of the Academic or Creative Product or Portfolio must reflect the student's level of creative thinking skills in the development of the product and not reflect the packaging of the product (e.g., computer-generated graphics, expensive materials, etc.).

Appendix K: TN Academic Product or Portfolio Scoring Rubric

Student Name: _____ Product Title: _____
Grade Level: _____ Age: _____ Race: _____ Date of Student Interview: _____/_____/_____
Subject Area(s): *(Check all that apply)* ❑ Math ❑ Science ❑ Social Studies ❑ English Language Arts
Product Completed: *(Check all that apply):* ❑ In school? ❑ At home? ❑ Other? _____
Product Completed: ❑ Independently? ❑ With Parent? ❑ With Mentor?

Student's Description of Product and Its Purpose: _____
(Attach additional information from student interview.)

1. Unique or unusual presentation of an idea **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product shows elaborate written or visual detail. • Product goes beyond basic requirements. • Product uses language in a unique way. • Product employs unusual or unique elements. • Product displays originality.
2. Work advanced beyond age or grade level **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product reflects knowledge and/or interests beyond that of peers. • Product displays unique sense of humor. • Product reflects level of maturity beyond that of peers. • Product reflects technical expertise beyond that of peers. • Product reflects vocabulary and/or use of syntax beyond peers.
3. Great depth or breadth of understanding of a problem or idea **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product shows an analysis or evaluation of information. • Product shows intense interest in the subject. • Product reflects a high degree of familiarity with the subject matter. • Product uses deductive and inductive reasoning. • Product reflects use of sophisticated problem-solving skills. • Product reflects considerable planning and organization.
4. Resourceful use of materials **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product uses material in an unusual fashion. • Product reflects transfer of ideas to materials. • Product reflects distinctive design or presentation. • Product uses materials clearly advanced beyond that of peers. • Product developed with specific audience in mind.
5. Evidence of research support **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product reflects expansion on main ideas. • Product reflects questioning of standard resources. • Product reflects the gathering of use of data beyond reporting. • Product cites research sources. • Product provides for future replications of research study.
6. Organized for effective communication **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product is produced in a coherent manner. • Product resembles those of professionals in the field of study. • Product reflects a logical approach in planning and presentation.

	• Product includes visual elements to enhance the main idea of topic. • Product reflects higher levels of thinking.
7. Evidence of high interest and task commitment **0 1 2 3 4 5** Comments:	**<u>Indicators to Consider:</u>** • Product reflects long-term interest and commitment. • Product shows evidence of revision and redevelopment. • Product reflects an understanding of in-depth research. • Product reflects student's talent and insight. • Product offers new solutions or procedures to be implemented in the future.

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4–5 Somewhat = 2–3 To a limited extent = 1–2 Not Observed = 0)

<u>Product Review Team Member Signatures/Position</u> <u>(Minimum of 3 Required):</u>

_____/_____ Date of Team Review: _____/_____/_____

_____/_____ Score: _____

_____/_____ Meets Criterion for Educational Performance Component ❑ Y ❑ N

_____/_____

Appendix L: TN Creative Product or Portfolio Scoring Rubric

Student Name: _____ Product Title: _____
Grade Level: _____ Age: _____ Race: _____ Date of Student Interview: _____/_____/_____
Subject Area(s): *(Check all that apply)* ❑ Math ❑ Science ❑ Social Studies ❑ Reading/Language Arts
Product Completed: *(Check all that apply):* ❑ In school? ❑ At home? ❑ Other? _____
Product Completed: ❑ Independently? ❑ With Parent? ❑ With Mentor?

Student's Description of Product and Its Purpose: _____
(Attach additional information from student interview.)

1. Product demonstrates originality. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product uses new and different ideas. • Product demonstrates untested assumptions. • Product reflects imaginative thinking.
2. Product demonstrates fluency. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product contains a number of ideas. • Product demonstrates connections between ideas.
3. Product demonstrates flexibility. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product includes diverse and divergent ideas and approaches. • Product demonstrates ease in shifting perspectives.
4. Product demonstrates elaboration. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product demonstrates depth and/or breadth of detail. • Product demonstrates transfer of concepts/techniques from past experiences.
5. Product demonstrates facility with abstract ideas. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product uses figurative language and imagery. • Product reflects vocabulary and/or use of syntax beyond that of peers. • Product reflects facility with abstraction and metaphor.
6. Product demonstrates a clear purpose. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product reflects purpose clearly advanced beyond that of peers of the same age, experience, and/or environment. • Product development demonstrates a strategic sequence. • Product reflects a purpose other than the reporting or collection of information.
7. Product demonstrates creative strengths. **0 1 2 3 4 5** Comments:	**Indicators to Consider:** • Product reflects inventive and innovative thinking skills. • Product reflects the use of unusual materials or ordinary materials in different ways. • Product demonstrates fresh or original ideas/concepts. • Product demonstrates an unusual or creative approach. • Product reflects an inventive or imaginative explanation.

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4–5 Somewhat = 2–3 To a limited extent = 1–2 Not Observed = 0)

Product Review Team Member Signatures/Position (Minimum of 3 Required):

_____/_____ Date of Team Review: _____/_____/_____

_____/_____ Score: _____

_____/_____ Meets Criterion for Creativity/Characteristics Component ❑ Y ❑ N

_____/_____

Appendix M: General Education Documentation of Classroom Interventions Form A

(Documentation of Response to Intervention)

Student _____ Date of Birth ____/ ___/ _____ Sex___ Ethnicity (Optional) ____

INSTRUCTIONS: Answer the following questions and document any accommodations that have been used with the student. Describe all specific accommodations or instructional programs for this student and the time interval in which each accommodation was used.

❑ **YES** ❑ **NO** The student has mastered grade-level content.

List areas of mastery: _____

How has mastery been demonstrated? _____

_____

_____

❑ **YES** ❑ **NO** Are supplemental materials needed for the student?

List materials and how they were provided:

_____

_____

❑ **YES** ❑ **NO** How much time does the student receive differentiated instruction with gifted peers in the general education program? _____

❑ **YES** ❑ **NO** Does the student receive instruction beyond the general education program?

Specify instruction received: _____

_____

❑ **YES** ❑ **NO** Does the student receive community services?

Describe: _____

_____

❑ **YES** ❑ **NO** Is there a discrepancy between the assessed student potential and actual performance in the general education programs?

Describe: _____

_____

❑ **YES** ❑ **NO** Are the student's specific academic needs beyond those classroom modifications currently provided in the general education program?

Describe: _____

_____

❑ **YES** ❑ **NO** Does the student's maturity and/or social/emotional level differ from those of general education classmates?

Describe: _____

_____

❑ **YES** ❑ **NO** What transition needs does the student have beyond those available in the general education program?

Describe: _____

_____

Classroom Teacher's Signature_____Date_____/_____/_____

Attach any additional information that may be helpful in documenting this student's needs for special education services.

Appendix N: General Education Documentation of Classroom Interventions Form B

(Documentation of Response to Intervention)

Student _____ Date of Birth ___/ ___/ _____ Sex___ Ethnicity (Optional) ___

Many needs of students identified as Intellectually Gifted can be provided through general education interventions Listed below are accommodations that are most frequently utilized by classroom teachers with accelerated learners.

INSTRUCTIONS: Check box next to each intervention used and document all accommodations that have been used with this student. Describe the specific accommodation and the time interval in which the accommodation was used.

❑ **ENRICHMENT** – Classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **COMPACTING** – Allows the student accelerated mastery of curriculum materials typically presented to grade-level peers.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO
Explanation: _____

❑ **ACCELERATION** – Takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **GROUPING** – An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **GUIDANCE** – Provides experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **INDEPENDENT STUDY or FLEXIBLE SCHEDULING** – Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **TEAM TEACHING** – General education personnel with specific expertise in a particular area can be utilized.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **ADVANCED CLASSES/HONORS** – Classes designed for those students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **SUPPLEMENTAL LEARNING MATERIALS** – Individual materials made available to encourage the student to pursue areas of individual interest.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **CLASSROOM CONTRACT** – Provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **CLUSTER GROUPING**: **—** Small clusters of students who have similar interests and abilities work together on specific tasks.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **MULTI-AGE GROUPING** – Allowing students of advanced ability opportunities to work in groups of varying time duration with students from other grade levels who have similar interests and abilities.

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

❑ **OTHER INTERVENTIONS:**

Description of Intervention: _____

_____

Time Span of Intervention: _____ Was the intervention effective? ❑ YES ❑ NO

Explanation: _____

Are you aware of any factors that may impact or prevent this student's academic progress in the general education program? ❑ YES ❑ NO

If yes, please specify: _____

_____

Classroom Teacher's Signature_____Date_____/_____/_____

Appendix O: References

Ball State University Center for Gifted Studies and Talent Development. Retrieved from: http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Council for Exceptional Children (2007). CEC's position on Response to Intervention: The unique role of special education and special educators. *Council for Exceptional Children 2008 Policy Manual*; *Section Four, Part 3*; p. 1-10. Retrieved from: https://www.cec.sped.org/~/media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/RTI.pdf

Dickinson, D., & Neuman, S. (2006). *Handbook of Early Literacy Research, Volume 2*. Guilford: New York.

Felder, M., Taradash, G., Antoine, E., Rocci, M. C., Stemple, M., & Byamugisha, M. (2015) Increasing diversity in gifted education: Researched based strategies for identification and program services. Waco, TX: Prufrock Press.

Ford, D.Y. (2011). Reversing underachievement among gifted black students (2nd ed.). Waco, TX: Prufrock Press.

Ford, D., Wright, B., Washington, A., & Henfield, M. (2016). Access and equity denied: Key theories for school psychologists to consider when assessing black and hispanic students for gifted education. *School Psychology Forum, 10,* 265-277.

Frasier, M. (n.d.). *TABS: Frasier's Traits, Attributes, and Behaviors.* Retrieved from: http://opi.mt.gov/pdf/Gifted/F-TABS.pdf

Hart, B., & Risley, T. (1999). *The Social World of Children Learning to Talk.* Baltimore, MD: Brookes.

Hart, B., & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator,* 4-9.

Hughes, C., Shaunessy, E., Brice, A., Ratliff, M., & McHatton, P. (2006). Code switching among bilingual and limited English proficient students: Possible indicators of giftedness. *Journal for the Education of the Gifted, 30,* 7-28.

National Association for Gifted Children (n.d.) *Common Characteristics*. Retrieved from: https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals

National Association for Gifted Children. (n.d.). *Identification.* Retrieved from: https://www.nagc.org/resources-publications/gifted-education-practices/identification

National Association for Gifted Children (n.d.). *Myths About Gifted Students*. Retrieved from:

https://www.nagc.org/resources-publications/resources/ myths-about-gifted-students

https://www.nagc.org/resources-publications/resources/achievement-keeping-your-child-challenged/underachievement

https://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed

https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well

National Association for Gifted Children (2004*). Supporting the needs of high potential learners*. Retrieved from: https://www.nagc.org/sites/default/files/Position%20Statement/NAGC-NMSA%20Joint%20Position%20Statement.pdf

National Association for Gifted Children. (2011). *Position Statement: Identifying and Serving Culturally and Linguistically Diverse Gifted Students.* Retrieved from: http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf

National Association of State Directors of Special Education and Council of Administrators of Special Education. (2006). Response to Intervention: A joint paper. Retrieved from: http://www.casecec.org/pdf/rti/RtI%20An%20Administrator's%20Perspective%201-061.pdf

Peterson, J. (2009). Myth 17: Gifted and Talented Individuals Do Not Have Unique Social and Emotional Needs, *Gifted Child Quarterly, 53,* 280-282

Project GOTCHA (Galaxies of Thinking and Creative Heights of Achievement). (1998). Title VII, Academic Excellence program, under the Office of Bilingual Education and Language Minority Affairs, U.S. Department of Education.

Reis, S & Renzulli, J. (2004). Current research on the social and emotional development of gifted and talented students: Good news and future possibilities. Psychology in the Schools, 41, *119-130.*

Shannon, P. (2014). *Reading Poverty in the Schools.* Routledge: New York.

Slocumb, P. & Payne, R. (2000). Identifying and nurturing the gifted poor. *Principal: The New Diversity, 79,* 28-32. Retrieved from: https://www.ocps.net/cs/ese/programs/gifted/Documents/NAGC%20-%20Identifying%20Gifted%20Poor%20(NAESP).pdf

Webb, J., Gore, J., Amend, E., & DeVries, A. (2007). *A Parent's Guide to Gifted Children.* Tuscon, AZ: Great Potential Press.

Felder, M.T., Taradash, G.D., Antoine, E., Ricci, M.C., Stemple, M., & Byamugisha M. (2015). Increasing diversity in gifted education. Waco, TX: Prufrock Press.

Ford, D.Y. (2011). Reversing underachievement among gifted Black students (2nd ed.). Waco, TX: Prufrock Press.